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ABSTRACT

This handbook, which grew out of a timing project for development officers in rural Sri Lanka and which is intended for development workers around the world, consists of more than 50 training activities that enable women's and mixed groups to work together to carry out health and income generation projects. The handbook is based on several philosophies: experiential or participatory learning; valuing one's own experience; and expanding from the person outward. The activities in the book are designed to help the participants to (1) learn more about themselves; (2) develop leadership skills; (3) work more effectively with others; (4) assess personal and community needs; (5) identify health and nutrition problems; (6) set and meet their goals; (7) plan and implement small-scale projects to increase their incomes and improve their families' health; and (8) make needed changes in their lives Activities include information about their purpose, materials needed, time required, and procedures for carrying them out. The handbook contains anecdotes about village life and is illustrated with line drawings and black and white photographs. (KC)

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navamaga

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Training Activities for Group Building, Health and Income Generation

by Dian Seslar Svendsen and Sujatha Wijetilleke

Women's Bureau of Sri Lanka
Colombo, Sri Lanka

Overseas Education Fund
Washington, D.C. U.S.A.

CE 049 966

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The Women's Bureau of Sri Lanka

Created in 1978 within the Ministry of Plan Implementation, the Women's Bureau of Sri Lanka is the official coordinating body for women's affairs in the national government. The Bureau advises the government on issues concerning women and coordinates the planning and implementation of programs directed to improve the lives of Sri Lankan women, with special attention to low-income women in rural areas.

The Women's Bureau has received strong support from the Ministry of Plan Implementation and other Ministries and has served as the central agency to channel foreign assistance from international development organizations.

The Overseas Education Fund

The Overseas Education Fund (OEF) is the only U.S. private, non-profit organization which focuses its overseas programs on improving the economic condition of Third World women.

OEF believes that the strengthening of women's economic roles is a key factor in enhancing family welfare and achieving national development goals. In Latin America and the Caribbean, Asia, Africa and the Middle East, and with Third World refugees in the U.S., OEF collaborates with local groups and with host country governments on a variety of skill training programs. These programs fall within five major categories: small enterprise development, cooperativism, vocational training and job placement, legal education, and institution-building.

In the U.S., OEF works with organizations and individuals to encourage a deeper understanding of women-in-development issues and world interdependence.

NAVAMAGA

NAVAMAGA means "new path" in Singhalese—one of Sri Lanka s national languages. **NAVAMAGA** was chosen as the title of this handbook by the Development Officers in Sri Lanka who participated in the group-building, health and income generation training program for rural women.

The symbol on the front cover was designed by a group of development officers to conceptualize the "new path"—combining the sun, a woman and a blooming flower.

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foreword

When the Women's Bureau of Sri Lanka was established in the Ministry of Plan Implementation in 1978 as a national focal point for women's affairs, the most important task set forth was to involve rural women in the national development effort. The Women's Bureau selected this target group since exactly half the population of Sri Lanka is women and more than two thirds of the population is rural. In this regard, rural women can play a very remarkable role in development.

The Women's Bureau enlisted a group of about 100 Development Officers (government field workers) to assist in training women leaders for grassroots community development. Since these officers work in the 24 Planning Units of the Ministry of Plan Implementation at the district level, their services are indispensable in reaching a widespread population of rural women. Accordingly, a special training program was implemented to enable the Development Officers to mobilize the rural women for development.

I wish to express my gratitude to the U.S. Agency for International Development and to the Overseas Education Fund who, in collaboration with the Women's Bureau, undertook to train the Development Officers during 20 months of intensive field work. The compilation of this handbook as a final outcome of the training programme is very beneficial since it will serve as a guide in the future for field workers in rural development.

Vinitha Jayasinghe

Mrs. Vinitha Jayasinghe
Director
Women's Bureau of Sri Lanka

The Overseas Education Fund is proud to present **NAVAMAGA**, a handbook created by rural Sri Lankan development workers for development workers around the world.

The product of a collaborative project of the Women's Bureau of Sri Lanka and the Overseas Education Fund, **NAVAMAGA** consists of more than fifty innovative training activities that enable women's and mixed groups to work together to carry out health and income generation projects.

In line with OEF's philosophy, **NAVAMAGA** and the Development Officers' training project are based on the premise that women have traditionally made a vital economic contribution to their families' welfare and that expanding women's technical skills makes good development sense. In **NAVAMAGA**, the health and income generation training activities are integrated to encourage women to build on their new-found capabilities, confidence and sense of responsibility for their families' economic and personal well-being.

I wish to thank everyone who was involved in shaping this handbook — the village women, the Development Officers, the Sri Lanka Women's Bureau Director and staff, and the staff of OEF. **NAVAMAGA** is the materialization of all of their achievements.

Elise Fiber Smith

Elise Fiber Smith
Executive Director
Overseas Education Fund

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Many minds and hands have helped to shape this handbook. The authors would like to direct a "tip of the hat" and a warm thank you to those people who worked so hard for **NAVAMAGA** and for the development workers who will use it.

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- Staff of the Women's Bureau of Sri Lanka and the Overseas Education Fund for their faith in the project and in the handbook — and assistance in so many ways, especially Suzanne Kindervatter and Sally Rudney.

This handbook grew out of a project implemented by the Women's Bureau of Sri Lanka and the Overseas Education Fund, with financial support from the U.S. Agency for International Development/Sri Lanka (described in "First There Was The Project..."). Appreciation is also extended to the many people and organizations in Sri Lanka who helped with the project. Without them, the project would not have flourished, and without the project, **NAVAMAGA** would be only a dream.

Dian Seslar Svendsen

Dian Seslar Svendsen

D. Sujatha Wijetilleke

Sujatha Wijetilleke

section I

welcome to navamaga

Section I

Welcome to Navamaga*

This handbook is for field workers or grassroots development workers in all parts of the world — like you!

The handbook grew out of a training project conducted for Development Officers (DOs) in Sri Lanka. These particular DOs are assigned to the Women's Bureau of Sri Lanka to carry out projects in rural areas. The DOs assist rural women in identifying their needs and in developing their own small scale health and income generating projects.

The project was conducted by the Women's Bureau of Sri Lanka and the Overseas Education Fund of the U.S.A. from August 1980 to June 1982. The DOs and project staff would like to share the results of the training project with others who have similar goals and responsibilities. We would like to link arms with you, through this handbook, in our continuing joint efforts to help others to become better able to help themselves.

This is the English version of a Singhalese handbook being used in Sri Lanka. Though languages vary over the world, we feel that the philosophies, ideals and methods of this training approach have universal meaning.

USE this handbook. Make it yours. Make changes to fit your style and culture. Let it be a planted seed from which your own ideas will sprout and grow.

Above all, **ENJOY** your work and training!

*NAVAMAGA means "new path" in the Singhalese language which is widely spoken is Sri Lanka. Please see the inside of the front cover for an explanation of how the title was chosen.

First There Was The Project

"NAVAMAGA" grew out of a project in Sri Lanka, an island nation of 14.5 million people and 25,332 square miles. Sri Lanka (formerly called Ceylon) is located off the tip of India in the Indian Ocean.

In the project, the Women's Bureau, Ministry of Plan Implementation, Sri Lanka, and the Overseas Education Fund, a nonprofit development assistance agency based in Washington, D.C., worked together to train about 100 Development Officers (DOs) working in villages throughout the country. The project, which began in August 1980 and was completed in June 1982, was funded by the United States Agency for International Development Mission in Sri Lanka.

The Women's Bureau advises the Sri Lanka government in policy formulation and program implementation affecting women. It is also the coordinating body for women's programs throughout the island.

Following the creation of the Women's Bureau in 1978, the need arose for trained field workers to implement Women's Bureau programs in rural areas. To meet this end, approximately 100 DOs were assigned to the Women's Bureau and the project was developed to provide the necessary training for them.

The DOs are experienced university graduates. Approximately eighty percent of the DOs who participated in the training are male. Most of the DOs have been working in the field, assisting district government programs in a variety of ways for the past ten years. Even though the DOs are experienced, they had had little job-related training.

The DOs represented every district in the island, with four DOs coming from each of the twenty-four districts. They were divided into three groups geographically, and each group participated in a total of two months training. The two months were separated by a five month period of fieldwork.

During Phase I (the first month) training, the DOs explored processes for working effectively with groups to develop individual goals and projects. The activities in this phase helped the DOs to increase their self-confidence and improve their group facilitation skills.

Then during the following fieldwork period, each DO formed groups in three villages with a minimum of sixty women, twenty women per village. They met with their groups on a regular basis to help the women to:

- assess personal and family needs
- improve their skills in working with others
- identify personal and community goals
- explore income-generation possibilities
- identify family and community health and nutrition problems.

Phase II, the second month of training, helped the DOs to bridge the gap between technical information and participatory training techniques.* During this phase of training, the DOs were introduced to a variety of health and income generation topics of their choice. Local Sri Lankan resource persons assisted by providing technical presentations.

Each day of the second phase of training had basically two parts. Resource persons provided technical presentations or demonstrations in the mornings. Then, in the afternoons, the DOs and project staff worked together to develop training activities for villagers, combining the technical content of the morning session with nonformal education methods.*

The DOs were not expected to become technical experts. Instead, through this approach, they learned how to:

- more effectively tap resources
- present technical information through methods other than lectures
- involve the village women in action and problem solving
- guide the village women in exploring options and making decisions.

Following Phase II, the DOs returned to their villages to begin the task of helping the village women to choose, plan,and train for new work, new paths.

Though the training activities in the DO project focused on training village women, the approach and activities are adaptable. This training approach can be used with groups other than women and in urban as well as rural areas.

It was out of this context that this handbook grew.

We present it to YOU in hopes that it will prove a valuable tool for you in your work wherever that work may be. . . city, farm, or village. There's something here for you.

*For a definition of these terms, please refer to Section II, "What We Mean When We Say. . . . .".

How Navamaga Can Be Used

Let this handbook be YOURS whether you are a field worker in Asia or the Pacific, Africa, the Middle East, Central, South or North America. . . .or anywhere else!

Freely adapt these ideas and activities to fit your country, your culture, your situation.

It is a tool with which you can help others. The activities in the handbook can enable you, as a community or field worker, to conduct a training program which will in turn help the participants to . . .

- learn more about themselves
- develop leadership skills
- work more effectively with others
- assess personal and community needs
- identify health and nutrition problems
- set and meet their goals
- plan and implement small scale projects to increase their incomes and improve their families' health
- MAKE NEEDED CHANGES IN THEIR LIVES

This handbook can be used with groups from any culture or country by making adaptations to fit your culture and situation. It has been designed for use with literate groups. But with some minor adaptations, most activities could be used with semi-literate or non-literate groups by . . .

- drawn pictures, symbols, and objects instead of written words to represent ideas
- smaller groups so there is less need for listing and recording information or ideas.

The handbook is appropriate for many different kinds of participants:

- rural women or men (or mixed groups)
- urban women or men (or mixed groups)
- adult education classes
- school leavers or

with any group interested in developing skills; learning more about themselves and their community; and improving their health and increasing their incomes.

The activities described in the handbook can take place. . .

- in community centers
- in schools
- in churches or temples
- under that beautiful large tree in the center of your village
- by the river
- near the well

or

anyplace where people like to meet and exchange ideas.

The group meetings are possible. . .

- every day
- once a week
- in the mornings
- in the afternoons

or

anytime when people are free, relaxed, and eager to participate!

Again, welcome to navamaga

A Salute to the Participants

The Development Officers listed here were assigned to assist the Women's Bureau in its activities. They participated in and helped to shape the activities included in this handbook.

The success of the training project was due in large measure to the DOs' enthusiasm, interest, and willingness to cooperate and actively participate throughout the project. They deserve recognition and a round of applause!

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° Handbook review team
✓ Artwork
Evaluation team

section II

guidelines for using the handbook

Section II

A Look Inside Navamaga

Before diving into **NAVAMAGA** and beginning the training activities, let's take a leisurely stroll down the "New Path" to see what's in store for us!

As you leaf through the handbook, you may have some questions. You may wonder. . .

- Why does the handbook begin with activities about one's SELF?
- Why are HEALTH and INCOME GENERATING training activities mixed?
- Why is PLANNING last?
- Why is there only one training activity for each technical area?

Probably you'll have other questions too. Perhap this brief overview of the handbook will help you with some answers.

To begin with, there are several principles or philosophies that form a basis for **NAVAMAGA**:

EXPERIENTIAL OR PARTICIPATORY LEARNING — which means simply LEARNING BY DOING. Instead of teaching someone how to plan, they are guided in the process of actually planning themselves. They actually do that which is to be learned.

VALUING ONE'S OWN EXPERIENCE — which means recognizing that we all have valuable experiences with which we can help ourselves and others. Too often adults are treated as empty vessels instead of rich storehouses of experience and information. We can greatly enrich ourselves if we can learn to recognize, value, and respect each others' experience.

EXPANDING FROM THE PERSON OUTWARD — means looking at a problem or situation in our own context first. For example if I have first examined my own needs, I will probably be better able to work with others to identify community needs.

NAVAMAGA and the DO training project which gave it life are built upon these ideas.

NAVAMAGA begins with training activities in GETTING TOGETHER AND WORKING TOGETHER (Section III). Use these activities to help your group of participants get to know each other and to begin to form a positive, supportive, and understanding group. You will find activities for IMPROVING COMMUNICATION, developing GROUP PROBLEM SOLVING skills, and understanding differing PERCEPTIONS.

Once your group has established a base from which to work, you can move on to the activities on WOMEN AND LEADERSHIP: OLD AND NEW ROLES. Through these activities, your participants can explore old and new ideas about women working in non-traditional and traditional ways to increase their families' incomes. These activities will provide opportunities to examine ATTITUDE CHANGES and ROLE CHANGES. It's a time for reflecting on feelings about these changes-to-come..

Your group of participants should now be ready to undertake a series of NEEDS ASSESSMENT ACTIVITIES. These activities begin by guiding the participants in exploring PERSONAL NEEDS and conclude with a field work activity that takes the participants out into their community to assess COMMUNITY NEEDS. Activities here will also help you to guide your participants in exploring CHANGE and RESISTANCE TO CHANGE in relation to future project efforts.

Your participants should now be ready to begin identifying needed and available LOCAL RESOURCES and exploring HEALTH and INCOME GENERATING options (Section IV).

NAVAMAGA provides ACTIVITIES and GUIDELINES to help your participants explore, identify and effectively use RESOURCES needed to successfully choose, plan and implement their health and income generating projects.

The next step in your plan should be to guide your participants in gaining information about and experience with the different small scale project options in HEALTH AND INCOME GENERATION that are open to them. Good health and work are very much interdependent. In order to work, we need our health. And working enables us to provide food and shelter for ourselves and our families. Because the interrelationship of good health and earning an income is so important, the activities in this section are integrated.

The activities do not make up a complete training course in various technical skill areas. Instead, these activities are designed to help your participants gain more information about the various options open to them. They can identify questions, potential problems, necessary and available resources, and generally gain the information they need to make sound DECISIONS regarding their future activities in HEALTH and INCOME GENERATING projects. Also, you can supplement the handbook with your own technical activities, using some of the handbook activities as models.

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We are now nearing the end *and* the beginning. . . **NAVAMAGA** ends with PLANNING (Section V) which opens the way for actually starting health and income generation activities. Often the success of a project is directly related to the amount of work, forethought, and PLANNING that goes into it.

If you have carefully guided your participants through the process of

- •NEEDS ASSESSMENT
- •PROJECT EXPLORATION
- •RESOURCE IDENTIFICATION, and
- •DECISION MAKING

they should be ready to begin the PAINLESS PLANNING of the small scale projects of their choice.

The activities in this section will help your participants to SET their own GOALS, IDENTIFY sources of FINANCING and other resources, BUDGET available funds, and MANAGE a small scale project. The section closes by examining how all can work together to plan and implement a COMMUNITY-based self help PROJECT.

We hope you've enjoyed this short stroll through **NAVAMAGA**. Please stay a while! Get to know YOUR handbook. The better you get to know **NAVAMAGA**, the more comfortable you will feel using and adapting the activities. Take your time. There's no rush. After all, a "New Path" may seem strange at first. That's to be expected. Just remember that the handbook exists for YOU and your PARTICIPANTS. Use it as you wish.

What We Mean When We Say...

Throughout **NAVAMAGA,** certain terms are used again and again. These terms may be new to you or perhaps we've used them in a different way. The following explanations define how the terms are used in the DO training project and in **NAVAMAGA**.

- **NON-FORMAL/PARTICIPATORY TRAINING** — This type of training uses non-lecture training activities which emphasize problem solving. Individuals alone, or more often small groups, learn about something by doing it. The training is designed to place people in situations to which they can relate, draw from their own collective experience and solve problems or identify alternatives. This approach is active instead of passive in that the participants are very involved from beginning to end.

  There are many advantages to this approach. Some of them are:

  - •The participants become more confident through DOING.
  - •The experiences of the participants are recognized and validated, thereby increasing the participants' feelings of self worth.
  - •The participants gain experience in problem solving, decision making and taking action.

- **PARTICIPANT** — Anyone who is being trained. The participants are the villagers or community members who will be taking part in YOUR training program.
- **FIELD WORKER** — Anyone who is working with community members, villagers, or other grassroots level groups to help them work together and begin small scale income generating or health projects. A field worker may have another actual title in his/her job, but in **NAVAMAGA** the term indicates any grassroots field level development worker.
- **DO** — This stands for Development Officer. Approximately 100 DOs, field level development workers working with rural women, were trained in Sri Lanka. (see "First There Was The Project..." for greater detail)
- **RESOURCES and RESOURCE PERSONS** — Resources are anything (people, organizations, natural resources, time,etc.) that help us do our work and reach our goals. RESOURCES is not used in the narrow sense to include only financial resources, but is used broadly to include human, natural, and institutional forms of assistance, too.

Hints for Effective Training

- Continue to ask yourself: "How can I maximize involvement and exchange among the participants while diminishing my role as a leader?"
- Remember that an important overall aspect of the training will be to help the participants to increase their self-confidence and feelings of self worth.
- Encourage others to express their ideas.
- Encourage others to *accept* each other's ideas, experiences and feelings.
- Try not to talk too much. Let the participants do most of the talking.
- Be willing to share leadership and actually give over the leadership to the participants whenever you can and whenever they're ready to accept it.
- Evaluate OFTEN. Even a simple "what was most helpful, and what was least helpful" at the end of a session, or day, can be beneficial to all.
- Set time limits for small groups and *encourage* them to stick to the limits. This will help them to learn to accomplish goals within a time frame and to set priorities.
- Don't feel you must have all of the answers. Much is to be gained when the participants must work on problems and find their own alternatives or "solutions."
- Be prepared and well organized.
- Try to make the physical training environment as comfortable as possible. Is the training area well-ventilated? Reasonably clean? Is there adequate space for everyone? Are there enough chairs, stools, floor or ground space?
- Remember that the process, as well as the goal, is important. Are people enjoying themselves? Are they trying to deal with differences in a positive way? Are they changing? Growing?
- Above all, remember to treat each other with RESPECT. We all need to receive it and we can all give it.

Some Helpful Hints

- **NAVAMAGA** is arranged in a logical action sequence that you can follow. When more than one activity is included for the same topic, you may wish to do only one. Or, if you feel your group needs more work in a particular area, you may also choose to do additional activities. For example, there are four needs assessment activities. Perhaps one or two is sufficient for your group. Perhaps all four would be needed for another group. You decide.

- Don't be afraid to change the activities. Let the activities be a springboard for your own ideas. After all, you know your village or community participants and are probably a good judge of what would be most suitable for them.

- Be flexible with the activities. Some can be used for more than one purpose. For example, the training activity for BEEKEEPING is a simple market survey. You could therefore use this activity with ANY income generating topic. Familiarize yourself with **NAVAMAGA** so that you can easily determine which activity would be best suited to your needs.

- Let **NAVAMAGA** bend and shape to fit your training plan. If your group wants to meet once a week, you could do one or two activities at a meeting. If your group wants to have several days of training at a time, that is also possible by scheduling several activities each day. Again, you and your participants can decide these matters. Just remember not to feel restricted by **NAVAMAGA**. Instead, freely adapt it to meet your needs.

Ways to Reach and Train

The following checklist includes various techniques or methods that are used throughout **NAVAMAGA**. Perhaps you can use some of these ideas to build your own training activities. REMEMBER, though, first decide WHAT and WHY you want to communicate through the training activity, then decide HOW you will reach your goal.

- Various forms of drama or "acting out" help de-personalize a sensitive situation:
  puppet plays
  role plays
  dramas or skits (with and without masks)
  pantomimes
  flannelboard and flannelboard figures
- Ways of looking at another but similar situation encourages participants to reflect on and discuss their own situations:
  stories read aloud
  pictures
  pictures/story cards
  case studies
- Methods for gaining a better understanding of oneself and sharing ideas with others:
  individual reflection
  small and large group discussions
  meeting in twos or threes
  interviewing each other
- Ways to gain firsthand experience or insight:
  field visits to projects
  practical demonstrations or actual experience (such as actually arranging bundles of straw for mushroom cultivation)
  observation/community survey
- Ideas for discovering participants' information needs:
  "radio quiz"
  puppets and other drama forms
  vegetable puppets and flannelboard figures

In addition to these techniques or methods, you can create new ones by COMBINING two or more and ADAPTING any to meet your culture, needs, and group.

What is a role play?

A role play is like a short drama, skit or play. The participants in the role play (those playing roles) are acting. They are pretending to be someone else. For example, if one of the roles, or parts, in a role play is a "farmer," anyone may play this part, even if he/she is not really a farmer. During the role play, he/she speaks and acts as he/she thinks a farmer would speak and act. A role play gives the participants a chance to experience a situation during the training that they may later experience in real life. The role play gives them the chance to experience, think about and discuss the situation.

A designer-engineer advised, "Do things in the spirit of design research. Be willing to accept a mistake and redesign. There is no failure."

— The Aquarian Conspiracy
Marilyn Ferguson

Making a Training Plan

Planning and conducting a training program at the village or community level can be rewarding and exciting, or. . . it can turn into a dreadful task!

Like so many things, its success may depend somewhat on how well it was planned. Use the following questions as guidelines to help you make a good plan.

1. Here are questions to ask yourself at the beginning.The answers will guide your plan:

- What is the overall purpose of the proposed training program?
  - Why are we considering a training program?
  - What do we hope to accomplish?
  - Who will decide the goals and objectives of the program? (The participants? An outside organization? Me?)
- Who is the target group? Who will be directly involved with and benefit most from the training?
- What other groups might also benefit?
- How will we decide who can be included in the group of participants? Who will make this decision? How can we include some and exclude others?
- What special information do we have or need about the participants?
  - How many?
  - Ages?
  - Occupations?
  - Times available for training?
  - Location of participants?
- Where can the training take place?
  - Training center/community center?
  - Temple? Church?
  - Participant's home?
  - In the market?
  - In a field?
- Will the training be open-ended and continuing or only for a specified period of time?
- How often will the group meet?
- Will transportation be necessary?
  - If so, who will provide transportation?
  - Who might need transportation (resource persons? participants?)?

2. Once you have answered these questions, you can begin to make your plan. If you cannot answer the questions, try to get the information you need before continuing on with your plan.

Sample plans and a worksheet are included on the next few pages to help you make a plan that fits your participants' needs and availability.

Remember, too, that this type of training is designed to provide a foundation on which to build an ongoing group. Once the participants actually start their health and income generating activities, they will need continuing support, advice and information. You, other group members, and local resource persons can help to provide these needed aspects by continuing to meet and work as a group. Together you can try to solve new problems that will inevitably arise.

3. Once you have drawn up a tentative plan, you should review your plan and make necessary revisions. The following checklist of questions will help you to evaluate your plan and revise it if necessary. Don't be afraid to ask yourself these and other questions. Then, above all, don't hesitate to revise your original plan.

- •Does the plan fit together?
- •Are the activities in a logical sequence?
- •Have I used non-formal, participatory techniques with technical content?
- •Does the training contain both health and income generation activities?
- •Are the health and nutrition activities integrated with the income generating activities, or are they all lumped together — all income generation then all health?
- •Have I included group building activities at the beginning of my program?
- •Have I allowed sufficient time for needs assessment?
- •Is the plan realistic given time and available resources?
- •Have I built continuing evaluation into my program?
- •Will the participants have many opportunities to work on their own and in groups?
- •Are the income generating topics based on market surveys? Have I made optimal use of available human resources such as other field workers, participants' family members, neighbors, professionals in the community, etc?
- •Who decided the content and topics that should be included in the training?
- •What role did the participants play in planning the training?

4. The following training plans may give you some ideas and guidance when developing your training plan. Two plans have been included. One plan shows how you might plan a training program that would be held every day for seven to eight weeks, four hours per day. A second plan shows how you might plan to meet for eight weeks, two days per week, four hours per day.

You need to ask yourself and your participants WHAT IS BEST FOR ALL OF US?

- Perhaps your participants can only meet once a week for three hours.
- Or, maybe they want to meet once a week all day.
- Some groups want a more intensive initial training period and therefore want to meet every day for three to eight weeks, meeting either all day or a half day.

You can meet as often and for as long as your group wants. Only you and your participants can make this decision. A blank planning sheet has been included so that you can fill in the dates, times, and training sessions that MEET YOUR PARTICIPANTS' NEEDS!

Measurements Using the Body

Here are some easy ways to estimate measurements when you don't have a ruler with you! These measurements may be a little different for different people, but often, if you don't need to be exact, these will give you a close estimate.

3-4 cm.	The distance from the tip of your thumb to first knuckle.
8 cm.	The distance across your hand at the widest part of four fingers.
10 cm.	The distance across a flat hand including the thumb.
20-22 cm.	The distance from your thumb tip to the tip of your little finger when stretched as far as possible.
25 cm.	The length of a bare foot, heel to big toe.
45 cm.	The distance from elbow to tip of longest finger. Often you can estimate this as half a metre (50 cm.)
1 metre	The distance of a long pace. This distance is slightly longer than a step when walking comfortably.

Properly used, these measurements will give you within 10% of the actual distance. This is close enough for most agricultural requirements.

—excerpted from the *Liklik Buk: A Rural Development Handbook Catalogue*, Papua New Guinea, 1977.

Sample Plan I: Let's meet every day!*

Mon., May 1	Tues., May 2	Wed., May 3	Thurs., May 4	Fri., May 5
1. Word Pairs 2. Review training program, answer questions 3. I Respect You, You Respect Me.	1. Who Am I? 2. Clarifying Values and Beliefs 3. Identifying Resource Persons 4. Evaluation Quickies	1. Creative Problem Solving 2. Seeing Differently 3. Decision Making 4. Evaluation Quickies	1. A Good Leader Is Many Things 2. Communicating with Authority Figures 3. Evaluation Quickies	1. Decision Making 2. Women's Work: What Does It Mean? 3. Problems We Face 4. Evaluation Quickies
Mon., May 8 1. Matching Emotions 2. Assessing Personal Needs 3. Picture/Story Needs Assessment 4. Directions for Paper Bag Needs Assessment	**Tues. May 9** 1. Paper Bag Needs Assessment 2. *Other* Needs Assessment 3. Directions for field work 4. Evaluation Quickies	**Wed., May 10** **Field Work**	**Thurs., May 11** **Field Work**	**Fri., May 12** 1. Field work presentations 2. Crisis and Change 3. Evaluation Quickies
Mon., May 15 1. Helping Each Other to Change 2. Identifying and Mobilizing Community Resources 3. Where to Go for Assistance	**Tues., May 16** 1. Ranking our Learning 2. Introduction to exploring project options	**Wed., May 17** 1. Nutrition 2. Home Gardening 3. Planning a Garden	**Thurs., May 18** 1. First Aid 2. Village Sanitation 3. Evaluation: Ranking our Learning	**Fri., May 19** 1. Mushroom Cultivation 2. Child Health
Mon., May 22 1. Home Gardening (Resource Person) 2. Food Preservation (Part 1)	**Tues., May 23** 1. Beekeeping (Part 1) 2. Preventive Health (Part 1) 3. Evaluation Quickies	**Wed., May 24** Beekeeping field work	**Thurs., May 25** 1. Soy Production and Preparation 2. Evaluation Quickies	**Fri., May 26** 1.Food Preservation (Part II) 2. Preventive Health (Part II)
Mon., 29 1. Mushrooms (Resource Person) 2. Evaluation: A Stranger Wants to Know	**Tues., May 30** 1. Preventive Health (Part III) 2. Cattle Raising 3. Evaluation Quickies	**Wed., May 31** 1. Pig Raising 2. Selecting Resource Persons for next week	**Thurs., June 1** 1. Beekeeping (Part II) 2. Family Planning 3. Home Remedies (Part I)	**Fri., June 2** 1. Goat Raising 2. Evaluation/Reflection
Mon., June 5 1. Home Remedies (Part II) 2. Cottage Industries	**Tues., June 6** Cottage Industries field work	**Wed., June 7** 1. Poultry Raising 2. Dental Health	**Thurs., June 8** 1. Cottage Industries 2. Evaluation Quickies	**Fri., June 9** Resource Person-Group's Choice
Mon., June 12 1. Introduction to Planning 2. What Work Do I Want?	**Tues., June 13** 1. Setting a Goal: Ring Toss 2. A Goal for Me (I and II)	**Wed., June 14** 1. A Goal for Me (III) 2. Planning to Solve the Problem	**Thurs., June 15** 1. Goats for Beddegama 2. How Much to Spend on What? 3. Evaluation/Reflection	**Fri., June 16** 1. Planning a Small-Scale Project 2. Working Together for Community Change
Mon., June 17 1. One-Word Evaluation 2. Planning for the future/group continuity				

* This sample plan shows how you might plan a training program in which participants meet every day for seven to eight weeks, for four hours a day.

NOTE!
REMINDERS!

- **Try to use the "Sticks" activity the 2nd week (page 42).**
- **Do additional "perception" activities if group wants or needs.**
- **Arrange for all Resource Persons *well in advance.***
- **Arrange for May 17 visit to a home garden.**
- **Make preparations for soy demonstration.**

Sample Plan II: Let's meet twice a week!*

Week I	Week II	Week III	Week IV
Mon., May 1 1. Word Pairs 2. Review of Training 3. I Respect You, You Respect Me	**Mon., May 8** 1. Creative Problem Solving 2. Decision Making 3. Women's Work	**Mon., May 15** 1. Needs Assessment 2. Needs Assessment 3. Needs Assessment	**Mon., May 22** 1. Project Explorations 2. Ranking our Learning
Thurs., May 4 1. Values Clarification 2. Identifying Group Resources 3. Evaluation Quickies	**Thurs., May 11** 1. Authority Figures 2. Decision Making 3. Problems We Face	**Thurs., May 18** 1. Community Resources 2. Where to Go for Assistance 3. Evaluation Quickies	**Thurs., May 25** 1. Nutrition 2. Home Gardening
Week V	**Week VI**	**Week VII**	**Week VIII**
Mon., May 29 1. Preventive Health 2. Goat Raising	**Mon., June 5** 1. Mushroom 2. First Aid 3. Evaluation	**Mon., June 12** 1. Setting A Goal: Ring Toss 2. A Goal for Me	**Mon., June 19** Financial Budgeting
Thurs., June 1 1. Soy Preparation 2. Dental Health 3. Evaluation Quickies	**Thurs., June 8** 1. Poultry 2. Child Health	**Thurs., June 15** Planning to Solve The Problem	**Thurs., June 23** 1. Reflection/Evaluation 2. Planning for future continuity

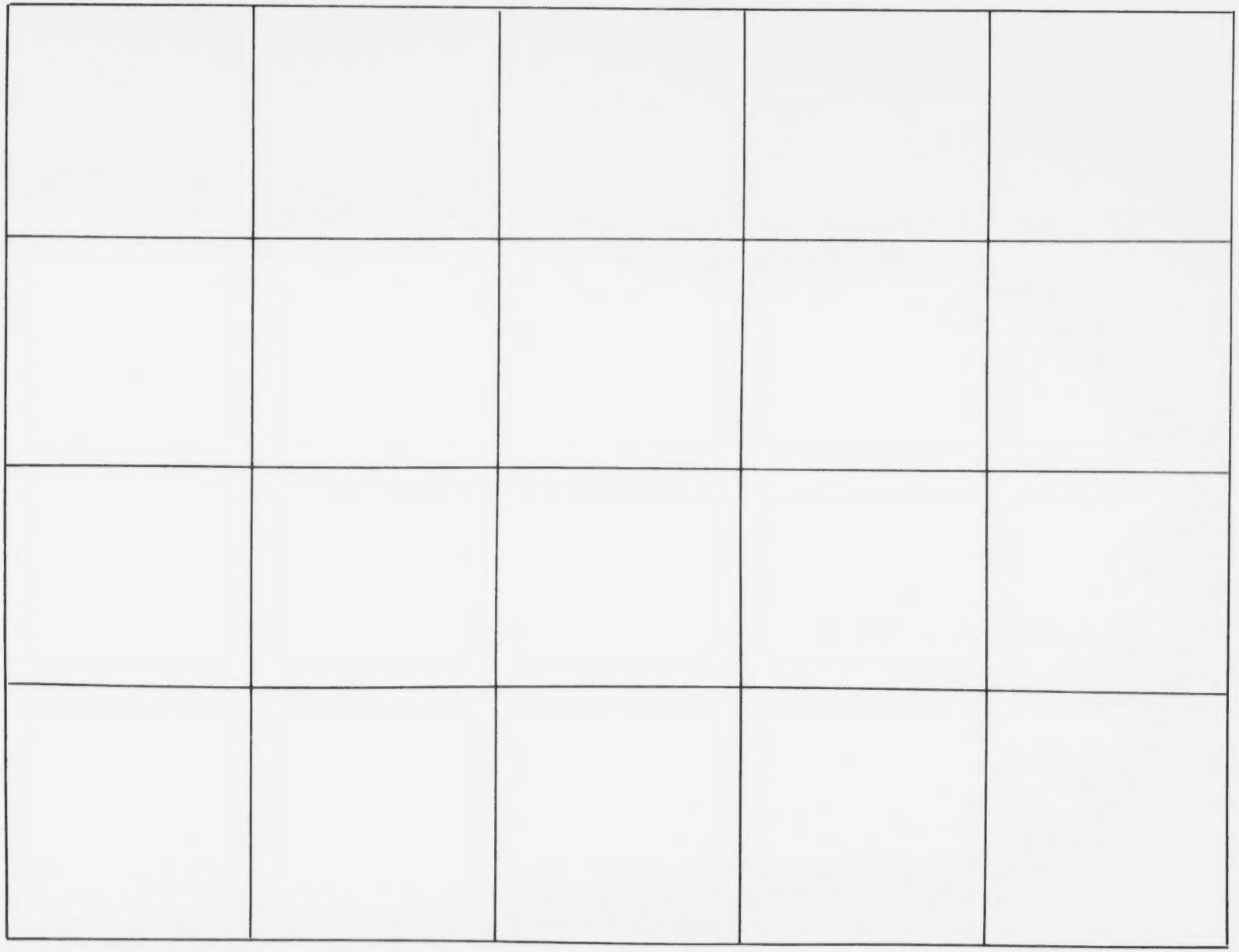
NOTES! REMINDERS!

- Prepare for soy demonstration by the end of Week IV.

(Add your own notes and reminders here!)

* This plan shows how you might plan a training program in which participants meet two days a week for eight weeks, for four hours a day.

Plan YOUR program here!



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Friendly Evaluations!

Before moving on into **NAVAMAGA'S** training activities, it's very important to take a moment to think about EVALUATION.

EVALUATION is quite simply...
looking at where we are and where we've been
so that we can better know where to go!

It shouldn't be frightening.
It shouldn't be threatening.

It should be informative and interesting!

FRIENDLY EVALUATIONS can occur every day

midway

and at the end of the program.

Actually, we evaluate ourselves every day. We taste the soup to see if it's just right. We see how well our different vegetables grow and decide which ones to plant again. We try a new type of food, then listen and observe to see if the family likes it.

The following evaluation ideas may help you to continually improve your work. You could use an "Evaluation Quickie" every day,at the end of the day, to help you and the participants reflect on the day's activities and thereby recall what was most important or significant.

You could use some of the longer activities at the end of a week of activities or at the completion of a section or sub-section.

EVALUATION should be an ongoing process. Too often people think that evaluation should come only at the end of something. But, an evaluation at the end only helps you to plan for the future. It comes too late to help you change your current activity or program.

Remember. . .don't be afraid to try new ideas. Take a risk now and then. You can always evaluate — in a friendly way — to see what others thought of your new ideas!

Evaluation "Quickies"

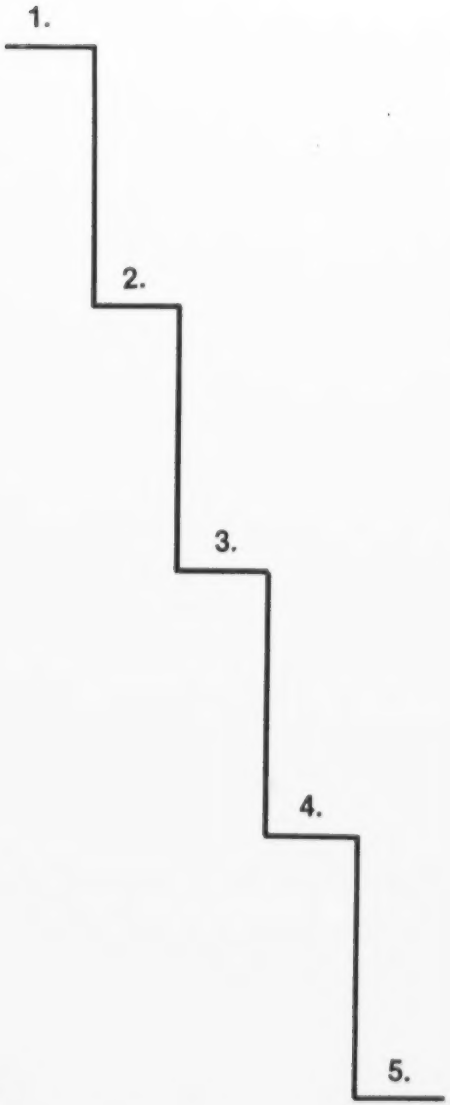
At the end of a day or a training session, you can get a quick overview by choosing one of the following questions. Then, you can go around the circle asking each participant to share his/her response with the group.

These evaluation quickies. . .

- •help YOU to know what the participants thought to be most important (you can then stress this information in the future), and
- •help the PARTICIPANTS to reflect and comment on the day's happenings.

For variety, try a different question each day:

- •What new idea did you learn about today?
- •What was the most interesting part of today's session(s)?
- •What idea will you be sure to share with someone outside our group?
- •What was most meaningful to you today? Least meaningful?
- •Which of your behaviors will you change as a result of today's session(s)?



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Reflection/Evaluation: Ranking Our Learning

Purpose: To encourage the participants to reflect on their learning. To have them make judgments and rank their learning.

Materials: Paper and pencils

Time: 1 hour

Process:

1. Ask the participants to take 5 minutes to think about what they have learned.
2. Next, ask them to write down the five most important things they have learned so far in the training.
3. Next, using the step diagram as a model, ask the participants to rank order the five important things they've learned so far in the training, with #1 as most important.
4. After they have completed their sheets, they can post them around the room. They may sign their names to their sheets if they want to, but this is not necessary.
5. Allow 5-10 minutes for the participants to walk around the room looking at each others' sheets.
6. Begin a short group discussion with the following questions:
   - Were most of the rankings similar?
   - Why do some differences exist?
   - Was anyone surprised by any of the sheets?
   - Did looking at others' sheets trigger any new ideas or help you to recall something that you'd forgotten?
   - Did anyone have difficulty thinking of things you'd learned?
   - Did anyone have difficulty ranking the things you've learned?

Note: This training activity could be conducted at some point approximately midway through the training program.

Reflection/Evaluation: A Stranger Wants to Know

Purpose: To provide an interesting group activity to evaluate the program at a mid-point.
To provide the opportunity to use various training methods and aids to communicate.
To illustrate that evaluation can be fun!

Materials: Puppets, flannelboard and figures, pictures, paper, glue, a pair of scissors

Time: 1 hour

Process:

1. Describe the following scene to the participants:
   You have just returned from lunch and discover that we have some visitors. The visitors are very interested in what's been going on in our training here, but they cannot speak any of the languages we speak.
2. Next, ask the participants how they can, without using words, describe the training and their learning so far to the visitors. How can they explain the strengths and weaknesses of the program?
3. Ask the group to divide into small groups with 5-6 persons per group. Ask them to take 15 minutes to decide how they will "communicate" to the visitors. Remind the participants that they can use drama, movement, mime, puppets, flannelboard, drawings, posters, etc. There are no limits on what they can do except that they CANNOT USE WORDS.
4. After the groups have had 15-20 minutes to complete their "messages" ask them to form the large group again. Allow each group 5 minutes to present their "message" or to communicate with the visitors about the training.
5. After each group has made their presentation, begin a short discussion with the following questions:
   - What were the main ideas that were communicated to the visitors?
   - What were the various types of communication that were used?
   - Did YOU always understand what was being communicated?
   - Did you think the visitors would have understood?
   - What did you learn from this activity today?

Reflection/Evaluation:Just One Word

Purpose: To have the participants reflect on their learning at the end of the program.
To have them condense and select the most important learning.
To recognize again that learning can be fun!
To see a whole as formed by the individual ideas on what was most important in the program.

Material: Pre-cut puzzle pieces (one for each participant). Each puzzle piece should be about as big as your hand and marked on its front side. When put together, the pieces should form a square. Felt markers or crayons, tape or glue, large plain piece of paper the size of the completed puzzle.

Time: 1 hour

Process:

1. Ask the participants to first think about the many things they've been learning and doing since the training began.
2. Maybe they will want to write some of these things down.
3. Then, ask them to select one word or thought or idea that for them best represents their learning over the whole training period.
4. Next, mix up the puzzle pieces and give one to each person. Ask each participant to write down his/her **one word** on the front of the puzzle piece.
5. Next, the participants should put their puzzle together.
6. Once the puzzle is assembled, glue or tape the puzzle to the large blank piece of paper. Hang the ONE WORD EVALUATION puzzle up in the room for all to see.
7. You could have a short discussion using the following questions:
   - What are the most common thoughts expressed through the puzzle?
   - Was it easy to think of only ONE WORD? Why or why not?
   - Did you have any problems putting the puzzle together?
   - Did everyone cooperate? Participate?
   - Why were all of the pieces important, just as each of us is important?

Note: This activity can be conducted at midpoint or at the end of the training program.

section III

getting together and working together

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Section III

Getting Together and Working Together

Almost every day we interact with other people in some way, even if it is only talking and working with our families. We also interact with our friends, neighbors, people in the marketplace, and so forth.

We, as individuals, can gain much from WORKING EFFECTIVELY WITH OTHER PEOPLE. Sometimes we need to turn to others for their help or advice. At other times, we find joy and comfort through being with others. When we are starting out on a new venture, it's good to have contact with other people so that we can share our experiences and learn from each other.

As you, the field worker, begin to work with your participants on developing health and income-generating projects you will find that a GOOD GROUP FOUNDATION will provide a secure base from which your participants can pursue their activities.

But, effective, supportive groups do not "just happen." You and your participants must work together to build and continually strengthen the group.

The activities in Section III will help your participants. . .

- **get to know each other** in friendly, relaxed ways by mixing and exchanging ideas
- **understand each other** better by improving communication and examining how we make judgments
- **appreciate each other** more by exploring our personal and group resources
- **become better leaders** by examining qualities of leaders and learning more about dealing with authority figures
- **change attitudes** by discovering women working in new ways
- **determine needs** through self assessment and community exploration

The activities are in a logical sequence, but you need not follow the sequence. It **is** important to start off with a "getting-to-know-you" activity like "Matching Emotions" or "Word Pairs." Then you should follow it with "I Respect You — You Respect Me." These two activities will help the group get off to a good start. After that though, there is more

flexibility. You should read through all of the activities and decide what makes sense to YOU and YOUR PARTICIPANTS.

Some of you may choose to skip this section and move right on to exploring areas of income generation and health. You **could** do this, but your participants will not benefit from the sound group foundation and systematic needs assessment that can result from GETTING TOGETHER AND WORKING TOGETHER!

Section IIIA

Beginning to Build a Group

First, let's get to know each other!

Once we have taken a step in that direction, let's try to UNDERSTAND each other and improve our COMMUNICATION. If I don't understand you, and you don't understand me... problems!

We also need to APPRECIATE each others' skills and "gifts." We may find that we ourselves are valuable resources.

Also, we as group members need to examine our PERCEPTIONS. We need to understand that there is usually more than one way to look at a situation or problem. We become better problem solvers when we allow ourselves to be open to various alternative routes to solving the problem.

The following activities will help you to work with your participants to BUILD A GOOD GROUP FOUNDATION.

If you are able to establish an ongoing group that meets on a regular basis, the rewards will be many. However, if your group is interested in only meeting for a short time (several days, for example) it will still benefit from the following group-building activities.

Ideas for Future Sessions

- Instead of writing matching words on pieces of paper, common objects found around the village or town could be placed in a bag and then drawn out and matched. For example, two rocks, two pieces of grass, two bananas, two flowers, etc. Then the 'flowers' would find each other and form a pair as would the rocks and so forth.
- Linked objects could be matched, such as rice and a pot, a hammer and a nail, a pencil and paper, needle and thread, etc.
- Small pieces of paper could be cut to form small two-piece puzzles. The participants would then try to match their puzzle pieces.

What ideas do YOU have? The point is to provide an interesting, fun way to find a partner for introducing or reacquainting with the group.

Word Pairs

When people first get together to work as a group, or when a group is getting together again after being apart, it is essential to have some time to get acquainted or reacquainted with each other.

Taking a few minutes at the beginning of the session to allow the participants to share changes in their lives or to just re-establish ties is time well spent. It will help the participants to feel comfortable and will "break the ice."

Purpose: To get to know each other or to get re-acquainted

Materials: Slips of paper containing the following word pairs (one word per slip): doctor/patient; teacher/pupil; husband/wife; sister/brother; mother/father; employee/employer, etc. The total number of slips should be equal to the number of participants.

Time: 15-20 minutes, depending on the size of the group

Process:

1. For a group meeting the first time, tell participants that they will all be involved in a short activity to get better acquainted.
2. Then explain that each person will be asked to draw a slip of paper which contains a word.
3. They will need to get up and walk around the room talking to people until they find the one other person who has a "matching" word. Their two words together will then make a logical pair such as "doctor and patient."
4. After they have found their "partner," they should find a quiet place in the room and talk with their partner for 5 minutes. During this time each one should try to learn something interesting about the person as well as her/his name. The matching words bring the partners together, but they needn't talk about those words.
5. After 5 minutes, the group should get back together for introductions. Each pair will then introduce each other, in turn, to the group, telling the other's name and something interesting about the person.

Note: If the group has met before and is getting together again. . .

The participants can still pair off as described above. However, instead of learning something interesting to report to the group, a more specific task could be assigned. For example, they could ask each other what they have done since the group last met that they are proud of. Then when the larger group reconvenes, the pairs could "introduce" each other by stating what the other one is proud of.

— designed by a group of Development Officers

Matching Emotions: Regrouping

This particular activity shouldn't be used the very first time the group is meeting. It is more effective at a later time when the group members are fairly comfortable with each other.

Purpose: To provide a fun, relaxed way to regroup and reacquaint.

Materials: Slips of paper naming "emotions." Each emotion should be on three slips of paper. That is, three slips should say **angry**, three should say **happy**, three should say **proud**, and so forth. The total number of slips should be equal to the number of participants. Other emotions that could be used are sad, bored, frightened, excited, surprised, confused, suspicious, etc. Think of some others yourself!

Time: 10-15 minutes

Process:

1. Explain to the group that you will be doing a short reacquainting activity.
2. Mix the slips in a box and ask each member to take a slip, read it, and remember what is on it. They should then write their names or initials on the slip and give it back to you.
3. When told to start, the group members should walk around the room expressing the emotion described on their piece of paper. For example, if their slip said, "sad," they should have a sad look on their faces and in their movements. Explain that they cannot talk but only use facial or bodily expression.
4. Explain that they will be looking for two others who will be exhibiting the same emotion. So, the "sad" person will be looking for two other "sads." The "happy" will be looking for two other "happys" and so forth.
   When the participants think they have found their partners, they should come to you (or whoever is the leader) to check the slips of paper to see if they are correct.
5. If the three are correctly matched, they can enjoy observing others trying to find their match. If they are not correctly matched, they must split up and rejoin the search.
   The activity is over when everyone has found their "emotional" partners. For some extra fun, see if the whole group can guess what each trio is depicting.

Constructive criticism constructs, or builds up.
Destructive criticism destroys or tears down.
Each of us chooses to build others up...
or to tear them down.
What do you choose?

— Dian Svendsen, author of *NAVAMAGA*.

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I Respect You/You Respect Me

To work effectively together in a group to accomplish individual and group aims, it is necessary that we RESPECT each other.

During the DO training, we conducted this session on the first day of training. We wanted the DOs to immediately begin thinking about their own feelings and the feelings of others in the group. What better way to start this type of reflection than through the idea of RESPECT?

Being respected is important to all of us — parent or child, urbanite or villager, teacher or student, Buddhist or Moslem. We all are cheered or saddened or hurt by what others say (or don't say) to us or about us.

It seems very important, especially when we are trying to work as a group, to develop a healthy respect for each other. We may even find that respect is contagious!!!

Purpose: To have the participants reflect on their feelings of respect and disrespect.

Materials: None

Time: 1 hour

Process:

1. Explain to the participants the importance of RESPECT in working together in a group and working with other villagers as a village leader.
2. Ask the participants to take 10 minutes to think and reflect about times in their lives when they have felt respected and not respected. Tell them that they can go outside, to another room, or to any other place, but that they should be alone and quiet with their thoughts. Encourage them to think of times as children or adults in their personal as well as their working lives when they have felt respected or not respected.
3. After 10 minutes or so, ask the participants to form groups of five to discuss their feelings. After they have discussed times when they have not felt respected (slighted, insulted, put down), ask them to think about and discuss the times when they've felt respected. Also ask the small groups to discuss:
   - What happened
   - Why it happened
   - How it left them feeling

   Ask them to return to the larger group after 20 minutes.
4. You can start a large group discussion by asking for high points of the small group discussions. Do not, however, force anyone to discuss something that is too personal or embarrassing.
5. Summarize by explaining that RESPECT is one of the keys to effective group work. Also explain how criticism can be destructive or constructive, and criticism delivered with respect is a gift. Criticism delivered with disrespect only causes pain.

— adapted from *Learning to Listen*
by Jane Vella,
University of Massachusetts, 1980

Who Am I??? Roles We Play

Each of us has many roles. Depending on many things, we are one moment "playing one role" while in another moment we are "playing" a different role. If we are to make healthy changes in our lives, it is important that we recognize **who** we are, that we become aware of the many different parts of ourselves.

Purpose: To have the participants reflect on and identify the many roles they play in their lives; to increase their self-awareness.

Materials: Pencil and paper, or a chalkboard and chalk.

Time: 1 hour

Process:

1. Begin by explaining to the group that today's activity will be devoted to increasing their knowledge of themselves. In this activity, as in others, you should help them to appreciate the importance of gaining better self understanding. For if we have a better understanding of ourselves, we will be better able to solve our problems and to make positive changes in our lives. And we need to understand ourselves first if we hope to be able to help others make changes in their lives.

2. Ask the group members to work silently and by themselves on the first part of this activity. There are no right or wrong answers. Each person's answers will be his/her own. They will begin by silently asking themselves "Who Am I?" and then write down an answer. For example, they may write "wife." Then, they should ask themselves again, "Who Am I?" They may write "mother," "clothes washer," "betel chopper," "friendly neighbor," etc. They should continue to ask themselves "Who Am I?" and record their answers.
   People usually come up with a long list. Allow 15 minutes for this part. Encourage the participants to write throughout the 15 minutes, to think of as many things as possible that they "are." The responses can include personal, work, and family-related roles.

3. Now ask the group to divide into two teams. Have them sit on opposite sides of the room. Ask two recorders to come to the front of the room. Provide two pieces of newsprint or divide the chalkboard into two parts.

4. A member of team **A** will give a "role," and the recorder for team **A** will record it. Then a member from team **B** will give one to be recorded by the recorder for team **B**. (Note: Roles cannot be repeated and can appear on only one list.) Keep recording, first from one team, then from the other until both teams have run out of responses or until the participants tire of the exercise! The DOs went on for hours with this one!

(continued on the next page)

There is nothing noble in being superior to some other man. True nobility is being superior to your former self.

— Hindu proverb

The ideal guru is one who helps the individual realize his own inner guru.

— Anonymous

However ideally we may change the structure of society, as long as the inner person does not change, we will not solve our basic problems.

— Haridas Chaudhuri

The more you know about yourself, the more power you have over your own destiny.

— A Chinese fortune cookie

Who Am I??? Roles We Play (continued)

5. Once the listing has been completed, begin a discussion with the following questions:
   - Which of these roles did you choose yourself and which were "given" without choice?
   - Which roles do you like? Dislike? How could you change the things you don't like?
6. Summarize by explaining that these aspects are all part of us. Some things we can change, some things we cannot. Often we think we cannot change, but this is not always true. It's important to be able to sort out those things we can change from those things we cannot change.

— adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980

Clarifying Our Values and Beliefs

Each of us has values and beliefs. We like some things, we don't like other things. We believe strongly in some things, we don't believe so strongly in other things. Often our values and beliefs are different from another's. Also, our values and beliefs sometimes change as we have new experiences or gain new information.

It is important for us to remember, especially when working with others, that we all are different and may hold different values and beliefs. We must strive to understand and respect each other's differences.

Purpose: To help the participants to discover some things that they like and that are important to them; to better understand and respect individual differences and preferences.

Materials: Values "Quickies" questionnaire (post or read) in the sidebar.

Time: 1 hour

Process:

1. Begin by asking the participants if they understand what values and beliefs are. If they do not, explain briefly, using some examples. Then explain that today we will be examining some of our values. Be sure to explain that individual values may differ.

2. Next post or read the questions on the values "quickies." Ask for volunteers to respond with answers. If the members have pencils and paper, they can write down their answers. But, in any case, don't give them much time to think. It's best to get the first idea that comes into their minds.

   Go through each question, giving the participants a chance to respond orally or in writing. If the group is large, you should just ask for volunteers to respond. If the group is small, each participant could be given the opportunity to respond to each question.

3. After you have gone through the entire questionnaire in this manner, you could ask the following questions to start a brief discussion:
   - Which questions were easy to answer? Why?
   - Which were difficult? Why?
   - What did you learn about yourself in this activity that you didn't know before?

4. Summarize by pointing out that in this exercise everyone expressed his or her own likes and opinions. No one's opinion was "right" or "wrong." These individual preferences are part of who we are, like the roles identified in the previous exercise.

If your money is lost, nothing is lost.
If your health is lost, something is lost.
If your character is lost, everything is lost.

— written on the wall
in a Sarvodaya center

Values "Quickies"

1. What is your favorite food?
2. What is something you love to do?
3. What is one thing you want to change in your village or neighborhood?
4. What qualities do you want in a friend?
5. What makes you happy?
6. What is the most important thing you want your children to remember?
7. What is one thing you hope your children will not have to go through?
8. What makes you angry?
9. What are the qualities of a good husband or wife?
10. If you found 100 Rupees (or the equivalent in your currency), how would you spend them?
11. What is something you did to help someone?
12. What would you say if you met the leader of your country?

Remind the group that "resources" does not always mean money, but that human skills, qualities, and characteristics are also resources!

People are not the problem.
People are what it's all about.
People are the answer.
— The Liklik Buk

Identifying Resources Within Our Group

Too often resources are thought to be money or material goods. It is very important, however, not to forget our own personal resources, the "gifts" we possess as people. We have many skills, qualities, and characteristics which enable us to make valuable contributions to any endeavor.

Purpose: To provide the participants with the opportunity to examine and identify personal resources.

Materials: 2 large pieces of paper to be cut into puzzle pieces; 2 large pieces of paper to use as a base for the puzzles; felt pens or crayons; glue.
(Beforehand, cut the first two large pieces of paper into puzzle pieces, allowing one piece per group member. Mark the "right" side. Mix the pieces of the two puzzles together.)

Time: 1 hour

Process:

1. Introduce the activity by explaining that you will be working with the group to help them identify their personal resources.
2. Next, explain that you will be distributing puzzle pieces. Each one should take one piece. They should then write one resource that they have as a person on the puzzle piece. (Make sure they know which is the "right" side.)
3. Explain that there are pieces for two puzzles and ask the group to put the puzzles together. When completed, the group should have two puzzles arranged on the two pieces of paper. Once the two have been completed, they can glue the pieces to the blank paper and hang them up.
4. Now, after all have had a chance to take a good look at the puzzles, ask them to form a circle. You can begin a discussion with the following questions:
   1) In what ways did you cooperate (or not) with each other?
   2) Did anyone take a leadership role; if so, what did they do? What behavior made them a leader?
   3) What problems or difficulties (if any) did you encounter in building your puzzles?
   4) Did anyone refuse to participate either in listing a resource or in assisting to build puzzles?
   5) What would have happened if even one part of the puzzle was missing?

6) What would happen if we all didn't contribute our resources to the group?
7) How do you feel when you look at the completed puzzles?
8) What are our strongest resources within the group, from looking at the puzzles?
9) What lesson(s) in working together can we learn from this exercise?

In the spirit of the Eightfold Path of Buddism, with its injunctions about Right Livelihood, Right Speech, and so on, we might also think in terms of Right Power — power used not as a battering ram or to glorify the ego, but in service of life. Appropriate power.

— *The Aquarian Conspiracy*, Marilyn Ferguson

Sometimes a problem is a problem only because it is looked at from only one angle; looked at from another, the solution becomes so obvious that the problem no longer exists.

— *Creative Problem Solving,*
Hoff and Raudsepp

Hear the essence of thousands of sacred books:
To help others is virtue;
To hurt others is sin.

— Indian verse of wisdom

Cooperative Problem Solving

Purpose: To allow the group members to experience the feeling of cooperation in problem solving.
(Do not discuss the purpose until after the activity is completed!)

Materials: 3 sets of "broken squares" puzzles (5 puzzles per set, see example in margin); "observer" name tags.

Time: 1 hour

Process: Explain to the group that we're going to explore problem solving today. DO NOT STATE ANYTHING ELSE ABOUT THE ACTIVITY UNTIL AFTER IT IS OVER.

Next, divide the members into three groups of five. The remaining members will be "observers" and should be evenly divided among the three groups. Have each group of five sit around a table or desk.

Next, give each group a set of puzzles by giving each member three pieces. (Note: each group should get a set of five puzzles, but the pieces should be mixed within the group.)

Tell the players to place their pieces on the flat surface in front of them. During the following exercise, explain that the following rules must be followed:

- No team member may speak.
- No team member may signal another to give her a piece of the puzzle.
- Members **may** give pieces to each other.
- The observers also cannot speak.

Next explain that, while following the above rules, each team of five has 20 minutes to complete their five puzzles. The observers should see that the rules are followed. They may speak if they are reminding someone of the rules.

When the time is up, use the key in the margin to show group members how to form the puzzles if some were unable to complete their puzzles in the time allowed.

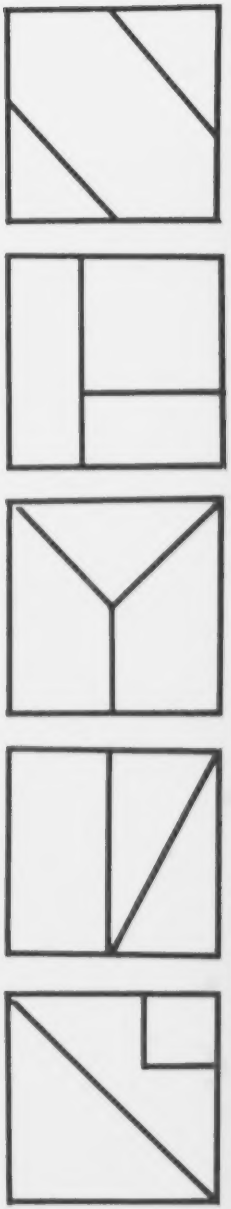
Begin a discussion with the following questions as guidelines:

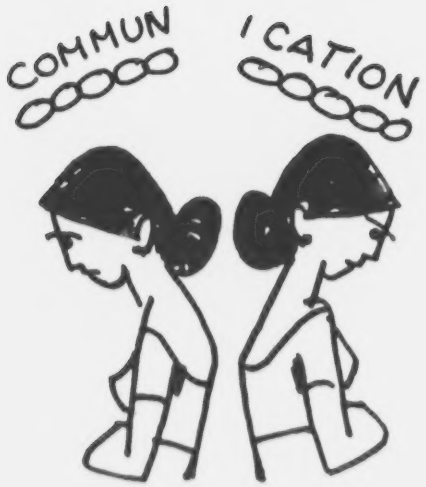
1) Was anyone willing to give away all of their pieces?
2) Did anyone complete their puzzle, then remove themselves from the group?
3) Did anyone destroy their completed puzzle to give a piece away?
4) Did anyone continually struggle with their pieces, but refuse to give any or all away?
5) Who was frustrated?
6) What did you do when you were frustrated?
7) When did the group begin to cooperate?
8) Did anyone break any rules?
9) How did others feel when the rules were broken?
10) What made the task difficult?
11) What was the "lesson" in this game? The **purpose?**
12) How does this activity relate to your work in the village?
13) What would happen in the village if some people refused to cooperate?

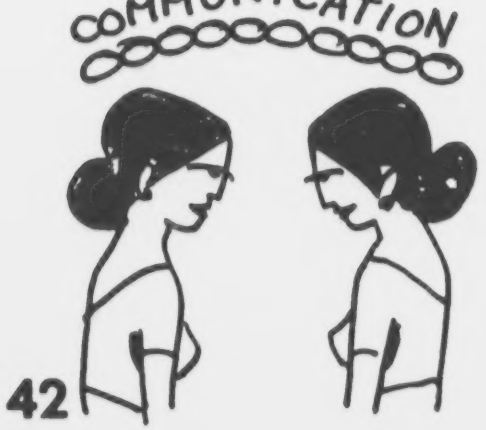
Summarize by suggesting that the purpose of the activity was to help them experience the importance of COOPERATION and COMMUNICATION in problem solving.

Most participants also point out the importance, as highlighted in the activity, of recognizing unspoken needs.

— adapted from *A Handbook of Structured Experiences for Human Relations Training*, by J. William Pfeiffer and John E. Jones (editors), University Associates, CA. 1974







Sticks: Let's All Be Involved!

This activity originated with a tribal group. When the elders of the tribe met to discuss important issues, they wanted everyone to have a chance to speak. So, they used small sticks, in the way described below, to give everyone the chance they deserved.

Most people enjoy this activity and it usually encourages reflection on how one behaves in a group.

Purpose: To increase the participation of quiet members and to decrease domination by others.
To encourage reflection on how one behaves in a group.
To encourage group members to think before they speak.
Note: This activity can be combined with another. For example, if the group is having a discussion to decide on a group project, the STICKS could be used during part of the discussion to help the participants become more sensitive to others and more aware of including everyone.
This activity can also be introduced as needed in a discussion or group whenever the trainers feel that the discussion is becoming unbalanced and a few are dominating.

Materials: 5 small sticks or matchsticks for each participant

Time: ½-1 hour

Process:

1. Give each member of the discussion group five small sticks (match sticks can be used.) Explain the purpose of this activity.
2. Next, explain that the discussion should begin (or continue), but now, everytime a person speaks, he/she must give up one stick by tossing it into the center of the circle. This rule applies even if the person says only one word! A person who has tossed in all of his/her sticks can no longer speak!
3. Continue the discussion until no one has any more sticks left.
4. Have a brief discussion using the following questions as guidelines:
   1) Did everyone have a chance to speak?
   2) Did anyone lose all of their sticks quite early? If so, how did **you** feel?
   3) Did any people speak who normally remain quiet?
   4) Did anyone feel frustrated?
   5) Who liked this system?
   6) How can we encourage all to participate **equally** (not too little and not too much) without using sticks?
5. Encourage the participants to remember the lessons learned today the next time they are in a group discussion in their homes, neighborhood, marketplace, etc. Point out that after participating in this activity once, participants usually give more attention to what they are saying. They do not speak carelessly. They make sure that what they have to say is really worth it. Also, if they use all of their sticks early, they will not be able to speak at the end when decisions probably will be made.

"Seeing" Differently

Purpose: To allow the participants to experience a situation where all are "in" the same situation, but perceive it in their own way.
To allow the participants to discuss how we perceive differently (not rightly or wrongly, just differently).

Materials: A set of story cards for each group of 5-6; flannelboard. The cards should be mounted on heavy paper and cut out so that each card is separate. Put some sandpaper on the back of each card so that it can be placed on the flannelboard. (Create your story cards following the model in the pocket of the handbook.)

Time: 1 hour

Process:

1. Explain to the participants that they will be doing an activity today that definitely has no **right** or **wrong** answers, but that it will allow them to look at problems in a new way. (Explain no more about the purpose at this point.)
2. Next, ask the participants to form small groups having 5-6 members each.
3. Next, give each group a set of **shuffled** "story cards."
4. Tell the groups that they will have 20 minutes to make up a story by putting the cards in a certain order. Emphasize that there is **no** right or wrong story. Encourage the group to be creative. Also, explain that the story should be something that could really happen, not just a fantasy.
5. After 20 minutes, ask each group in turn to place its cards on the flannelboard, and then tell its story.
6. A discussion in the large group could begin with the following questions:
   1) How were the stories different? How were they similar?
   2) Each group was given the same set of cards. Why weren't the stories the same?
   3) How were the stories related to your own lives?
   4) In our own lives, do we ever see things differently, as we did in forming these stories?
   5) Can you recall times when people had different opinions, even an argument, because they saw the same situation, but "saw" it differently? Try to be specific and think of as many situations as possible.
   6) When working with your small groups, did your initial ideas about the story change as members of your group added their ideas?
   7) How do our own opinions and ideas change as we work with others and are exposed to new and different ideas?

(continued on the next page)

The two most common habits or attitudes that block us from solving problems effectively are:

1. Our natural tendency to latch on to the first notion that occurs to us and then bolt with it — frequently into a precipice, or at least into a more serious problem than the original one we started with: and
2. Our tendency not to allow our creative deliberation to have free reign without restraint from our critical faculties.

— *Creative Problem Solving*,
Hoff and Raudsepp

The man (woman) who says he knows
is already dead.

But the man (woman) who
thinks "I don't know,"
who is discovering,
finding out,
who is not seeking an end,
not thinking in terms of
arriving or becoming –
such a man is living
and that living is truth.

– Krishnamurti

"Seeing" Differently (continued)

7. Close the session by pointing out that we all have different points of view. To solve a problem, we need to try to understand and respect, rather than criticize, how other people feel. Also, talk with the group members about how this type of group work and problem solving will give them "new information" about themselves. Participating in the handbook activities and working together with other members will enable them to see new things they may be able to do.

– adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980.

A Woman

The way we perceive or "see" a problem greatly affects how we resolve (or don't) the problem. Sometimes we hang on to our initial impression or experience with a problem and are then blocked from seeing it differently. Thus, the problem may remain a problem.

Purpose: To provide the participants with the experience of perceiving, then "re-perceiving" to see a new and different whole.
To provide the group members with experience of seeing problems as a stream of possibilities, not a dead end.

Materials: A large copy of "A Sketch of a Lady" (in the handbook pocket)

Time: 30 minutes

Process:

1. Begin by only explaining that the participants will soon be involved in a short activity related to problem solving.
2. Show the group the "Sketch of Lady." Make sure that everyone has a chance to carefully study the drawing.
3. Ask the following questions. (Allow any answers, and don't question the answers)

   - Describe what this woman is wearing.
   - What color does her hair seem to be?
   - What does she have around her neck?
   - What age does she appear to be?

   Surely, some will say that they see a young woman and some that they see an old woman.
4. Allow the group to discuss this difference until all participants are able to see both figures. Then talk about how we can look at the same object and see different things. Point out that we often form an initial impression that makes it difficult for us to see things in a different way.
5. You can continue the discussions, then close the activity with the following questions:

   1) What personal factors help to determine one's perception?
   2) How can we become more sensitive to accepting other's views (when they differ from ours) and understanding each other's differences?
   3) How is this activity related to work you will be doing, as a leader, with members of your village or community?

—adapted from *A Manual and Resource Book for Popular Participation Training* United Nations, New York, 1978.

Many problems remain unsolved because people look for solutions, and not for new ways of viewing the problems.

— Creative Problem Solving, Hoff and Raudsepp

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Discussion Questions

- Were the stories different?
- How were they different from each other?
- Why were they different?
- Shouldn't they all be the same since the picture is the same and they were all describing the picture?
- Can anyone think of a time in your experience when you thought a situation was one way and another person saw it differently?

Most people surround themselves with arbitrary and artificial limitations and then blame life for them.

— from Buddist thought

What Do You See?

Usually when we witness a situation we draw some conclusions. We think we see, hear, and then know the **truth.** But actually what we see and hear may only be part of the whole picture and the conclusions we draw are only our **perceptions.**

Purpose: This exercise will enable the participants to see how we can look at the same situation in several ways. It will help them to examine how they make judgments. It may stimulate them to seek more information in the future before making hasty decisions or judgments.

Materials: "A Family with Problems," in the handbook pocket.

Time: 1 hour

Process:

1. Briefly introduce this activity by explaining that today we will be exploring our perceptions or the way we look at different situations. Explain that the group members will be meeting in groups to discuss a picture that you will be showing them. While in their groups, they should discuss the picture and make up a story about the picture that they will share with the larger group. Each group should select one person in the group to "tell their story" to the larger group or each group member could tell a portion of the story. Stress to the groups that there is no "right" story and no "wrong" story.
2. Now ask the group members to count off so that they will form groups containing 4-5 people each. Post the picture in the room so that all can have a good look at it or pass it around the room.
3. Ask the small groups to meet together far enough apart from each other that they don't disturb each other for 15 minutes. At the end of the 15 minutes, they should rejoin the larger group prepared to tell their story. Encourage the groups not to change their stories because of another group's story.
4. When the small group work is completed, each group should tell its story. After all have told their story (allow about 5 minutes each for the telling), begin discussion by asking the questions listed in the margin.
5. Finally, after the group has had time to discuss the above questions, ask them why it's important to be aware that we don't always see, hear, or understand things in the same way. Ask them why this knowledge is important to community leaders.

Here's one picture of a family with problems. There's another one in the handbook pocket.

Grab hold of today!
Life is an ongoing stream of possibilities...
possibilities that you can accept or reject.
No one but you can live your life.

— from the Pike Syndrome

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Decision Making and Cooperation: How Others See Us

It is also important to know how others see us. In this activity, the group members will be working together and observing each other.

Purpose: To identify guidelines for working together effectively and to learn from each other how others perceive us as group members.

Materials: Chalkboard and chalk or newsprint and markers; 2 sets of materials with each set containing 6 bags. Bag No. 1-pieces of grass, Bag No. 2-string, Bag No.3-stones, Bag No. 4-flour (for making paste), Bag No. 5-clay, Bag No. 6-a large piece of paper (newspaper will do); "observer" name tags. Note: Bag No. 4 should contain a note reading: "Borrow some flour for making paste from the other group" (or borrow a pair of scissors, ruler, etc.).

Time: Approximately 1 hour

Process:

1. Begin by explaining to the group that this session is about working together. Explain that one way to learn about working together is by actually working together. Also, assure the group that there is no "right" or "wrong" in this activity.
2. Divide the participants into four groups. Two groups should include six members each. The other two groups can include all the remaining group members.
3. Meet separately with the two groups of six members each and explain to these two groups that they will be asked to make something. Explain that they will be asked to sit at two tables (preferably at the opposite ends of the room).

   Explain the following to them:

   - Each member will be given a bag (see "Materials")
   - The group will have 20 minutes to make something together; members can make anything they like and work together anyway they choose
   - Group members can talk to one another but not to the observers.

   Note: These groups should not know specifically what the observers are watching. If they do, they may not be natural in their interactions.

   Meet with the groups of **observers** (they should be given "observer" name tags to wear) and explain the following:

   - One group of observers will be matched with one group "making something"

- The groups "making something" have been told that they have 20 minutes to create something; they can make anything they like and work together anyway they choose
- You may not talk to the members who are "making something"
- Your job is to watch **how** the group works together. How do they decide what to do? How do they cooperate?

5. Seat the groups "Making Something" at their separate tables with the observers seated in another circle around them. Give each group member one of the six bags. Tell them to open their bags and to begin. Remind them that have 20 minutes in which to make something.
(Note: Observers who can read and write should take notes on what they see.)

6. At the end of 20 minutes, stop the groups even if they have not completed their creations. Have each group show the other what it's made or begun to make. Then, bring all the participants back to the circle for a discussion.

7. You can begin a discussion by asking the following questions of the observers, then of the participants:
1) What happened in the two groups? Were they able to complete their task?
2) How did members of each team feel? Satisfied? Frustrated? Why?
3) How did the group decide what to do? Who made the decision? How? Did the group have a leader?
4) Were all the resources used? Why or why not? Did all group members contribute their resources and ideas?
5) What difficulties did the group members have in doing the task? How could these difficulties be avoided?
6) What happened when Group B tried to borrow something from Group A?

8. Record ideas for cooperating, effectively using resources and making group decisions. Participants will be more likely to use guidelines they create themselves than guidelines from you or from a book. However, your experience and ideas are important to the participants' discussion. Share your own observations along with the other group members and give your suggestions about what makes a group effective. Out of all the ideas suggested, what five rules can we make about working together effectively and productively? Make sure to write these down, since you will want to refer back to them in future sessions.

— adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980.

The power over one's life is seen as a birthright, not a luxury. And we wonder how we could ever have thought otherwise.

— *Aquarian Conspiracy,* Marilyn Ferguson

4

Man (woman) alone is the architect of his/her destiny. The greatest revolution in our generation is that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

— William James, American psychologist.

How Can We Change? How Can We Become Better Group Members?

We have examined how we see ourselves, as part of a group and how others see us. Now that we have the information, we can take steps to begin to change.

Purpose: To assist individual participants in identifying one behavior which he/she exhibits in a group which he/she would like to change.

Materials: Chalkboard and chalk, or paper and pencils for posting list of behaviors given below.

Time: Approximately 1 hour

Process:

1. Begin by explaining the purpose of the activity (above).
2. Post the following group behaviors:

   - I try to get things started.
   - I sit back and wait for others to lead.
   - I interrupt others.
   - I daydream and think of other things.
   - I try to support others.
   - I often criticize others.
   - I usually feel superior to others.
   - I usually feel inferior to others.
   - I often contradict, disagree, and argue with others.
   - I usually agree with everything.
   - I don't speak up in the group, but talk behind people's backs later.
   - I don't like to lead because others may criticize me.

   Ask a participant to read the posted statements of group behaviors. If others have questions about the meaning of any behavior, discuss them and give examples.
3. Ask each group member to identify at least one behavior that describes him/herself but is something he/she'd like to change. Note: Someone may have a behavior which they would like to change, but which is not listed. They may choose this behavior, if they wish (allow 5 minutes for this part of the activity).

4. Then ask if anyone would like to share their "hoped-for change" with the group (don't force anyone). You can also ask the group to suggest ways that people could change if they have one of the posted behaviors. Ask each participant to list one concrete step they will take next week to help them change.

5. Finally, ask the group to list positive characteristics of a good group member. Post a summary of their "positive comments."

6. You can close the session by pointing out the following suggestions or you can simply use the suggestions as guidelines in helping you to prepare for this session.

Some suggestions for becoming more responsible group members:

1) Limit our talking time (each of us is entitled to a share, but we must remember that we are not the only ones in the group).
2) Do not interrupt others while they are speaking (a good way to do this is to leave 5 seconds after each person has spoken).
3) Actively listen to others. (Listen so carefully that you could repeat what *they* will say next.)
4) Respect others' right to remain silent if they wish, but try to draw them into the conversation by asking them questions or asking their opinion.
5) Try to be encouraging rather than dominating.
6) Try to offer constructive — not destructive — criticism. (Remember that it's better to build each other up than to tear each other down.)
7) Try to accept others' opinions even when you don't agree with their ideas.
8) Try to support others if they are being criticized unjustly or verbally attacked.

We must be committed to our processes as well as our programs. We must remember that the journey is as important as the destination. It matters greatly how we reach our goals.

5

Then the ploughman said: Speak to us of work. And he answered: "You work that you may keep pace with the earth and the Soul of the earth. For to be idle is to become a stranger unto the seasons and to step out of life's procession that marches in majesty and proud submission toward the infinite. When you work you are a flute through whose heart the whispering of the hours turns to music. And in keeping yourself with labor you are in truth loving life, and to love life through labor is to be intimate with life's inmost secret.

— *The Prophet*, K. Gibran

Section IIIB

Women in Leadership: Old and New Roles

Working is certainly not a new idea to women. Women in Sri Lanka and all over the world work very hard to take care of their families and to provide income for them through work in the fields and marketplace. But, working in new, non-traditional ways to improve the income and health of their families may be a new idea to some.

As women begin to take on new responsibilities inside and outside of the home, they will increasingly find themselves in new leadership roles too. Other women (and men!) will begin to take notice, as contributions from women begin to increase family incomes. Perhaps for the first time, a few women will find themselves being models and setting patterns that others will follow.

Your participants may find themselves being thrust into leadership roles in their community because of new skills, outlooks, and small-scale projects that will result from the training. But, what does this mean? What kind of leaders will they be?

Being a good leader is not always easy. Often we feel that it is easier to *do* for people than it is to guide them in learning to do for themselves. Being a good leader and helping others to become good leaders is a delicate process that requires careful study.

There is an old saying:

If you give a person a fish,
he or she is fed for a day.

If you teach the person to fish,
he or she is fed for a lifetime.

Likewise, if your participants see themselves as leaders who will help others to develop themselves, they will be helping for a lifetime. But, if they merely do things for others, they are only helping in the short run.

The activities in this section will help your participants to explore women working in old and new ways and to anticipate the accompanying new opportunities in leadership development.

People do not need to be passive about changes happening in their community or country. By understanding the changes, they can play a part in shaping these changes.

A Good Leader Is Many Things

It is wise to work with people in the village or community who have emerged as natural leaders. Leadership, like so many other aspects of village and community development, cannot/should not be imposed. Once you have identified the natural leaders, you can work with them and support them to help them to become even better leaders.

Purpose: This activity will enable the participants to identify some personal qualities and skills needed for effective village leadership and village development.

Materials: Chalkboard and chalk or newsprint and markers.

Time: 30 min. — 1 hour

Process:

1. Begin by asking the participants "What is a leader?"

   Be sure to explain that "leaders" are not only people with official titles. Help them to understand that they also can be unofficial leaders in encouraging their communities to take action to improve.

2. Next, ask them what is a *good* leader? What qualities and skills does a leader need?
3. Brainstorm and record their ideas. (Remind group members of the 4 rules of brainstorming included in the margin.)
4. Summarize the list and add your own ideas. To end the session, go around the circle and ask each participant to respond if she wishes to the following questions:
   - What do you know now that you didn't know before today's session?
   - What makes the difference between a "leader" and a "good leader"?

— adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980.

Leadership is best when the people say, "We did it ourselves."

— Lao Tzo, Chinese philosopher

We are not liberated until we liberate others. So long as we need to control other people however benign our motives, we are captive to that need. Giving them freedom, we free ourselves. And they are free to grow in their own way.

— *Aquarian Conspiracy*, Marilyn Ferguson

Four Rules of Brainstorming

1. *Quantity* of ideas is the goal, not quality.
2. No judgment or criticism is allowed until all ideas are out.
3. Unusual, "crazy" ideas are encouraged!
4. Try to add on to others' ideas!

Be creative!

Role Play #1

A local health official visits your home to ask about what illnesses your children have had and whether they have been immunized. Your husband is not at home.

Role Play #2

You and a group of friends are seeking a loan from your local bank. This is your first appointment with a bank official.

Communicating with Authority Figures

An important aspect of leadership development is having the confidence to deal effectively with authority figures.

If women are to take an increasingly stronger role in village and community development, they will eventually come into contact with authority figures such as government officials, bankers, local leaders, etc. Women may feel uncomfortable in situations where they must confront these authority figures (most of whom are men).

Purpose: This activity provides the participants with practice in approaching and making requests of authorities. It will also allow the women to develop guidelines for working with authority figures.
(Note: The participants will be more likely to actually use the guidelines if they define them themselves than if you define them for them. Your ideas and insights are important and you should contribute them to the discussion, but don't impose them at the beginning.)

Materials: Role play cards, each one describing one of five role plays described in the margin.

Time: 1½ — 2 hours

Process:

1. Explain to the group the importance of learning more about how to behave in situations which require making requests or asking advice of persons in positions of authority. Explain that learning to deal more effectively with authorities is a part of leadership development.
2. Next, ask the group members to divide into groups of four and five.
3. Meet separately with each group and give them their role play card. Answer any questions they might have. Allow 15 minutes for the preparation of the role plays.
4. Next, ask each group to present its role play, or drama.
5. After all five groups have presented their dramas, begin a discussion using the following guiding questions:
   - How did you feel in preparing and presenting the role plays? Comfortable? Nervous? Confused?
   - What happened in each role play? (Ask that the participants of the role play being discussed not respond to this, that is, when discussing Group #1's role play, ask that only members from Groups #2-5 respond.)

- What problems occurred in trying to communicate with the authorities?
- Have you felt similar feelings in similar situations? Please describe.
- What are some things we should remember when meeting with an authority figure? (Ask that the members make a list of specific guidelines that they can remember related to dealing with authorities.)

6. If the group wishes to continue with this activity, in this or a later session, pose some of the following problems to them. Or, ask the group to identify some specific instances of dealing with authorities from their own experience. Each small group could examine and discuss one of the problem situations, or the problems can be taken one at a time with the large group discussing each.

   - What could we do if we could not proceed with our projects or work because a government official was blocking our progress?
   - How could we gain support of authorities who were initially opposed to an idea or project?
   - How can we, as women gain the support of male leaders?
   - What could we do if authorities doubt our abilities to carry out our plans?
   - How can we help each other to deal more effectively with authorities?

— adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980.

Role Play #3

Your women's group is concerned because you are losing the local co-op, the place where you bought goods cheaply. A new road is planned and the co-op building must be torn down because it is in the way. Your group visits a local government official to discuss the problem.

Role Play #4

You have recently started a poultry project. You have unfortunately had two chicks die. You need to go to the local vet surgeon for advice. This is your meeting with the vet.

Role Play #5

You want to build a latrine on your property. You are visiting the public health officer to see about getting financial assistance. Your neighbor told you that such assistance was available.

First and foremost, we must realize that the little man (or woman) is small only because his back is bent.

— Andreas Fuglesang

Discussion Questions

1. Was my decision made freely without external force? If not, why not? Why did I allow external pressures to influence me?
2. Do I feel good about the decision I made or do I wish I had made a different decision? Why do I feel good or not so good about the decision?
3. Did I carefully consider the advantages and disadvantages of my decison and thoughtfully consider the consequences? How did I get the information I needed to help me make the best decision?
4. Did I make my decision after examining all possible options? What were some of the other options?
5. What personal values are reflected in my decision?
6. Have I made my decision public? Whom have I told?
7. Does my behavior indicate that I repeatedly act on certain beliefs that make a pattern in my life? Which values and beliefs are most evident?

Try to be that which,
if you could choose,
you would choose to be.

— Dian Svendsen, author of *NAVAMAGA*

Decision Making

Each of us makes decisions every day. Often we make our decisions without thinking about them. Sometimes they become like habits. An important part of effective leadership is being able to work with others in making decisions.

Purpose: To encourage the participants to examine how they make decisions.

Materials: Questions (in the sidebar) listed on newsprint or written on a blackboard.

Time: 1 hour

Process:

1. Begin by explaining that we all make decisions every day. Ask the participants for some examples of decisions they make every day. If they think they do not make decisions, remind them of some simple day-to-day decisions they might be making. Then explain how our decisions reflect our values and roles. Remind them of the activities in values clarification where they identified things they value. You could also ask about kinds of decisions women make compared to the kinds men make.
2. Next, ask each woman to think of one decision which she has made in the last month. Give them a few minutes to think.
3. Now, post or write out the questions in the margin that will help the women examine their decisions.
4. Ask the participants to take a few moments to silently consider and reflect on these questions in relation to the decision you asked them to think about at the beginning of the session.
5. After they have had 10 minutes to think about the above questions in relation to their decisions, ask them to meet in threes to share their decision and their responses to the posted questions. Allow 20 minutes for the small group work.
6. After 20 minutes, when the small groups have completed their discussions, ask them to join the larger group. You can begin a discussion in the large group by asking if anyone would like to share her decision and process. Remember that you need not take much time for the large group discussion, perhaps only 15 minutes, because all will have had an opportunity to discuss in the small groups.
7. You can summarize by again reminding the participants of the links between values, roles and decisions. Also, point out that many times it may at first seem that we have no options, but if we think awhile, sometimes options can be found.

   Also remind them that in their work as village or community leaders, they will need not only to be decision makers in their personal lives, as we all are, but also may have to guide others in their decision making.

Women's Work: What Does It Mean?

As men and women begin to consider the idea of women working to increase family incomes, questions, problems, and doubts may arise.

Sometimes the women may not know what types of work are available. They may also be hesitant to explore non-traditional types of work.

But if we are willing to take the first step, we might even surprise ourselves to see opportunities that await us!

Purpose: This activity will provide the opportunity to confront stereotypes about the kind of work women can do and to identify possibilities for increasing incomes in their own setting. The group members will also be able to examine why they consider some work "appropriate" and some work "inappropriate."

Materials: Chalkboard and chalk or a large piece of paper and markers.

Time: 1 hour (a group may become very interested in this activity and take as long as 2 hours, depending on the group size and level of interest.)

Process:

1. Begin by explaining to the group that today they will be playing a "game" to help them explore different types of work opportunities for women.

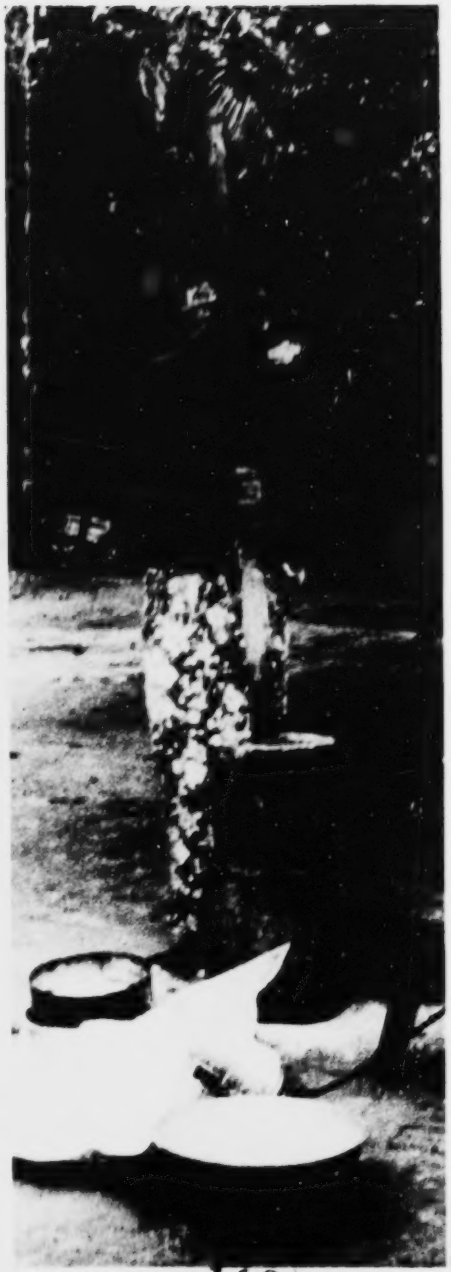
2. Divide the group into teams of four or five members. Explain that they will be using pantomime or acting, but no words. Tell each team that it should think of as many ways to earn money as possible. Examples might include: making rope, selling vegetables, doing clerical work, rice or vegetable farming, sewing, making sweets, picking tea leaves, plucking coconuts, repairing autos or small machines, etc. Ask the women not to limit their pantomimes to "women's" work (remember that we hope to get the women to come up with some *new* roles for women.) Help the teams understand pantomime by demonstrating one or two if necessary.

3. Ask each team to go to a different corner of the room or outside to think of kinds of work and to practice their pantomimes. Allow 10-15 minutes for this part.

4. Bring the teams back together and explain the game procedure. Ask for two volunteers to keep score and to record the types of work.

   A member of the first team will act out a way to earn money. The team that guesses correctly receives a point (members of the first team obviously cannot guess). Then a member of the second team pantomimes, and so forth, until all the teams have pantomimed once. Then, start with the first team again and continue until teams can think of no more kinds of work. (Note: Once a team has pantomimed an activity, the same activity cannot be acted out by another team.) Be sure to have someone record each type of work identified and then indicate next to it which team guessed it cor-

(continued on next page)



Women hold up half the sky.

— Chinese proverb

Many leaders are born women!

— Anonymous

What do we live for
if not to make the world
less difficult for each other.

— George Eliot

Women's Work: What Does It Mean?

(continued)

rectly. At the end of the game, the team with the most points for guessing correctly is the winner. If the list is limited, feel free to add your own ideas of kinds of work.

5. Discussion can follow using these guidelines.
   - Go through each item on the list with the women and ask them to indicate which work is currently done by whom.
   - Next, look at the unmarked items and decide which ones *could* be done by women. For work which they say cannot be done by women, ask, "Why not?" Encourage them to challenge their ideas.
   - Discuss some of the advantages and disadvantages of listed types of work.
6. Next, ask the group members what they would like to do to increase their incomes. Encourage a discussion of advantages and disadvantages of each type suggested. Before the women leave ask them to think about the types of work they know how to do and things they would like to learn. Maybe they could discuss these ideas with their families too.

— adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980.

Problems We May Face: Women Working in a New Way

Even after the women have explored work options and have begun to identify new income-generating activities for themselves, they will still have questions and concerns about their new ventures.

Some of their questions may be related to increasing their technical knowledge, but some others — equally important — may be related to other factors such as confidence, approval of their community, family acceptance, etc.

Purpose: To allow participants a chance to identify and discuss concerns they have related to problems they may face as they begin new income-generating and family health activities. This activity can also strengthen support for each other within the group.

Materials: The story in the margin, "A Parrot in a Cage," written by a DO based on his experience in a village.

Time: Approximately 1 hour

Process: 1. Explain to the participants that it's likely that they have some questions related to their new undertakings. Later in the training they will be gaining new skills in technical areas as well as in project planning and management. But they also might have questions related to their new role as seen by other villagers and their families. Explain that today they will have the chance to discuss some of these concerns.

2. Begin the activity by asking them to listen to "A Parrot in a Cage." Read the story or ask for a volunteer from the group to read it. Read it a second time if the participants want.

3. A short discussion of the story can focus on the following:

   - Why did the woman in the story want to undertake an income generating project?
   - Why did she hesitate?
   - What were her fears? Her concerns?
   - Are her problems similar to yours? How?
   - What other concerns or doubts do you have?
   - Are there any problems that seem insurmountable?

4. If you and the participants wish, you could continue the activity using the following posed problems. Or better yet, use problems brought up by the participants.

   - What would we do, in our group, if a split developed and some people wouldn't work together or speak to each other?
   - What would we do if the husband(s) of one or more members refused to allow them to undertake their income-generation projects?
   - What would we do if others in the village became jealous of our work and tried to thwart us in some way?

5. If the group is interested in examining possible problems and working together toward solutions, you might want to expand this session into several. That is, by working in small groups, the group members might wish to consider a problem or two at each of the next few sessions to see what they can resolve.

Allow ample time for this activity because it is important in many ways. Not only will the women be able to share concerns, but it will help to strengthen the group and increase communication and concern among group members. It can also strengthen their leadership capabilities by improving their problem-solving skills.

A Parrot in a Cage

It is dusk. In solitude, I am looking outside through the window. My three children are playing in the compound. But I am not in a mood of admiring them. My heart is so heavy. My husband hasn't returned from his job.

"Job." Don't mislead yourself by imagining a white-collar job in an office. He is merely a salesman in a petty shop. My eyes stare out the window unintently. I am a member of a society with a strict caste system. I am not well educated. But, I know a remedy for the inadequacy of my husband's job with its long hours and low pay. I am frustrated. My idea is good but I am trapped like 'a parrot in a cage.'

One day, indeed accidentally, I happened to read a headline in a newspaper that said "High Demand for Lobster". An idea flashed in my head. I thought back to my girlhood days when I used to catch lobsters in the salt-water lake beside my house. Well, why couldn't my husband and I take advantage of the abundant supply of lobster in that lake and sell it to the mudalaly (businessman)? He could send it off to Colombo by lorry. I know that the mudalaly would buy fish from anyone. Though he is a money monger, he is honest and will pay for his purchase. There is no reason for his not accepting lobsters from us, especially if there is such a high demand in the city.

But would my society, which permits me to catch fish for a meal, accept my idea? Is it possible for me to make a breakthrough in traditional practices and still continue to be accepted by my peers? Would my husband, who is virtually killing himself the whole day for a meager income, give his consent and adopt this as his vocation? Dare I suggest it to him or anyone else?

— written by a DO
K. Esparapatham from Mullativu

Man (and woman!) is not a vessel to be filled, but a fire to be kindled.

— Plutarch

Development is to inculcate a desire for self-criticism and evaluation of one's life-style and values. A person working in development does not provide a model of another set of values but only develops the capacity of critical thinking in another. This is the means to development . . . not a solution.

— Paulo Friere

Section IIIC

My Needs and Yours

When planning any kind of action, whether it be a small-scale Shramadana* or a district-wide project, EFFECTIVE NEEDS ASSESSMENT is essential.

The needs must be identified by the participants—the community members, the villagers, etc. You, as a field worker, can be a guide in the process. Your opinion is important, but not more important than the participants'. After all, it is their families and communities that will be involved in the development effort. They are almost always the best determiners of their needs.

You and others working with the participants may also be aware of needs. You have a responsibility to share your ideas and views with the villagers, but you should not impose your ideas on them. Part of your role may be to help them to expand their ideas, but you cannot and should not force them.

Going hand-in-hand with assessing needs is ACCEPTING AND COPING WITH CHANGE. Each of us has faced situations which have required that changes be made in our lives. Often we willingly make those changes. At other times we resist these changes. As a field worker, you may encounter resistance to change which may result in no, or slow, growth and development.

Assessing our needs and dealing with necessary change can be easier and less painful when we work together. The following activities will help you and your participants to identify personal and community needs, then explore ways to deal positively with changes that will result from meeting the needs.

(* self-help, cooperative effort)

Assessing Personal Needs for Setting Personal Goals

When we are able to identify our needs and then set goals based on those needs, we are beginning to take steps toward improving our well being.

Often it is difficult to decide what we need. This means we are unable to set goals or our goals are vague or too general. And, if we cannot identify our own needs and set our own goals, how can we help others do so?

Purpose: The guidelines in this activity will provide points for reflection. These points will help the participants to consider personal needs so that they can then set goals based on these needs.

Materials: A listing of the questions in the margin written on newsprint, on a chalkboard, or on separate sheets. If the participants have pencils and paper, they can write the questions down.

Time: 1 — 1½ hours

Process:

1. Explain to the participants that we, as individuals, have needs. We should plan our lives to have those needs met. In order to plan well, we first need to identify our personal needs. This can be done in many ways. The following questions may help us to identify our most pressing concerns.
2. Post or read the questions in the margin one by one. If you read them, give the participants time to write them down. Then they can go back and think about and answer each one. Allow 20 minutes total.
3. After each person has had time to think about and write down, if possible, answers to these questions, ask them to divide into groups of four to discuss their responses. They can also discuss:
   - what they learned about themselves from this exercise
   - how they can use this information to help them to set goals

   Allow 20 minutes for small group discussion.
4. The participants can then join together into the large group and share any highlights of their small group discussions, if they wish.
5. Summarize by reminding the participants that we all have different needs and that none is right or wrong or good or bad. The important thing to remember is that our goals should grow out of our needs. Only then can we begin to work realistically toward meeting our goals and thereby satisfying our needs.

Discussion Questions

1. What would I really like to do, have or accomplish?
2. What skills and abilities would I like to improve?
3. What bothers me the most these days?
4. What worries me the most?
5. What makes me most sad?
6. What do I usually think about when thinking about the future?
7. If I could change myself, what would I change?
8. What would I like to do, but seems too difficult?
9. What have I done recently that gave me a feeling of accomplishment?
10. What improvements do I realistically think I could make in my life?

Man (and woman) is born to be a success.

There are no failures in nature. Failure occurs when our goals are unrealistic, false and too vague.

When we have no idea who we are or where we are going.

— Buckminster Fuller

If I can stimulate him (her) to discover his own true thought, I render him better service than if I teach him.

— Paul Brunton, British Philosopher

The most important thing that each man must learn, no one else can teach him.

— Sheldon Kopp, American Psychologist

Paper Bag Needs Assessment

It is sometimes easier to identify others' needs than it is to identify our own. But, in order to help others in identifying their needs and to enable women leaders to help others in their villages to identify their needs, we need to start with ourselves.

Purpose: This activity will provide an interesting way for the women in the group to identify and discuss their needs and concerns.

Materials: Bags (one for each group member) or a piece of paper in which they can conceal an object.

Time: 1-2 hours, depending on the group size.

Process:

1. Explain to the group the importance of being able to identify and describe our own needs. Tell them that they will be doing just that today.
2. Ask each member to go outside and collect an object that represents or reminds them of a problem or concern that they have about their family or community. Allow 15 minutes.
   (Note: You could distribute the bags and give the instructions in advance and ask them to bring their bags and objects to the next meeting.)
3. When the group reassembles, ask members to show the contents of their paper bags and explain what they represent.
4. The participants may then divide into small groups (the groups may organize themselves around shared problems) to discuss the problems. Some questions to discuss could be:
   - Why is this a problem?
   - What solutions could help to ease the problem?
   - Who else is affected by this problem?

   The small groups can then share the main ideas with the large group. Explain to the participants that they will, in future sessions, have the opportunity to turn their needs into goals and then to make a plan for the accomplishment of their goals.

Picture/Story Needs Assessment

This activity will allow the participants to identify others' needs. They will then be better able to identify their own community's needs through a comparison with the situation presented in the picture or story.

Purpose: By the end of the session the participants will have developed a list of perceived needs of their own village or community.

Materials: One large problem picture of the family or dirty village (in handbook pocket) or the attached story written by a DO based on his own experiences.

Time: 1½ hours

Process:

1. Explain to the participants that today we're going to "visit" a nearby village, without leaving the room.
2. Post the picture where all can see or read the story in the margin. Ask the participants to describe what they see:
   - Would they like to live in the village?
   - How do they think the people who live in the village feel about their lives?
   - What kinds of problems do you think they have?
3. Ask the participants to divide into small groups to discuss these questions. (Note: If the story is used instead of the picture, these questions should be changed slightly to apply to the story instead of the picture.)

   Also ask each group to list what they think would be the major concerns of villagers living in this village.

   Allow 15 minutes for small group discussions.
4. Ask the small groups to re-form the large circle. Have a spokesperson from each group present its group's perceived village/family needs.
5. After each group has made its presentation, open a discussion with the following questions:
   - Are this village's needs similar to your village's or community's problems and needs?
   - Which ones?
   - How are they similar?
   - What problems do we have in our community that are not depicted in the picture or story?
6. The large group discussion should be shifted between the picture or the story to the local situation. By the end of the session the group should have developed a list of its own perceived village or community needs.

People Without Hope

Great was the sorrow that arose in Punchi Menika's heart as she saw tears streaming down her mother's cheeks. Punchi Menika's father's untimely death thrust the burden of caring for the family of eight on Pinghamy, Punchi Menika's elder brother and Silindu, her mother. And now Silindu had fallen seriously ill.

Silindu called out to Punchi Menika from bed, saying "Punchi Menika, give me some water." Punchi Menika did as she was told and watched her mother gulp down the water. Silindu laid down again and turned to Punchi Menika asking, "Daughter, I have a chest pain: rub a little oil on my chest." Punchi did as she was told again, but doubted that the rubbing relieved her mother's pain.

Punchi Menika's family had inherited a plot of land from her father. But, like most of the villagers, they had no income from the land. They were barely able to feed the children from what they produced.

Punchi Menika's mother's illness brought further want and misery to the family since she was unable to help tend the garden and care for the children. Their home was in an isolated village. To get to the nearest hospital where they could get medicine, the family had to trudge through eight miles of thick jungle. When one villager fell ill, most were willing to help — to fetch medicine or to carry the patient to the hospital in a makeshift stretcher — but often the villagers themselves were too weak and undernourished to be of much assistance.

With little nourishing food or medical attention, Punchi Menika's mother's health worsened. After ailing for about a month, Silindu went to her eternal rest.

Punchi Menika continued to care for her little brothers and sisters and she helped Pinghamy in the field as much as she could. Despite her family's misfortunes, life continued as before.

One evening Punchi Menika was reminded of her mother as she gazed at the distant blue sky and saw a sad little bird that had been perched on a decayed tree fly high up into the sky.

—written by a DO, W.M. Madduma Banda

Discussion Questions

- What were the major problems brought out by the different groups?
- Could you find the information you needed? How?
- What resources (people, officers etc.) did you use to get needed information?
- What can be done about some of the problems? What can *we* do?
- Were you all aware of all of these problems before this activity or did some new problems surface?

Taking a Look at Our Village

Even though we can learn much from working together on training activities, it is also important to actually go to the village or community to see it as it is. The activities in needs assessment should have prepared us for taking a look at our village.

Purpose: To provide the participants with a semi-structured process for identifying felt needs at the village level.

Materials: One set of the "Village Health Needs Survey" sheet for every three women. You may need to ask some volunteers to hand copy the survey so that you will have several sets.

Time: 1 hour for introduction; 1 day for field work observations; 2-3 hours for feedback and analysis

Process: (Session I)

1. Introduce this activity by explaining to the participants that they will soon be involved in a field work activity which will take them out into their village or community. Connect this activity to the previous activities in perception (Section IIIA) by explaining that they will be looking at their village in a different way. True, they are members of the village or community. But today they will also be looking at the village or community as *planners*.
2. Distribute the Village Health Needs Survey and explain how to use it. Review the directions with them. Explain that it would be good if they could conduct their field work activities in groups of three.
3. Ask the group to divide themselves into threes. They should also decide when they will be conducting their field work. They need to have completed it by the time the group meets again.
4. Explain that when the group meets again, each group of three will be asked to report its findings to the others through drama, puppets, flannelboard figures, etc. They should think about formats for presentations.

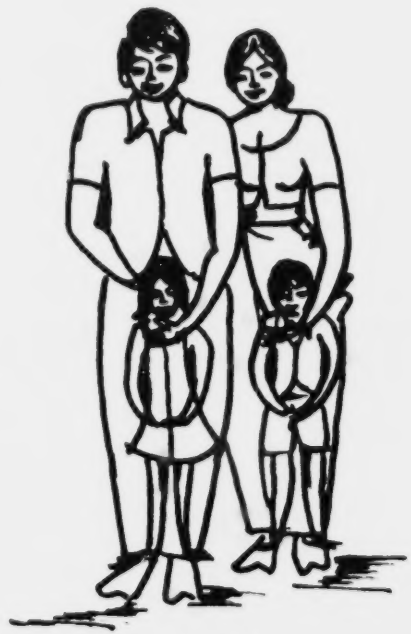
Process: (Session II)

1. After the group has completed the field work and reassembled, ask each group of three to present its findings in a creative participatory way. If your total group is quite large, twenty or more, perhaps the presentations could be made in groups of six.
2. When the presentations are over, you could start a discussion by asking the guiding questions in the margin.

Village Health Needs Survey

The main purpose of this survey activity is to get potential village or community leaders to start thinking about the community health needs of their fellow villagers.

The answers to the following questions can be learned by OBSERVING one's own family as well as others', LISTENING, and TALKING when and where appropriate. This is not a formal statistical survey but is an informal way of learning more about community needs. It will also stimulate thinking about potential activities directed toward the improvement of community health.



Village Health Needs Survey

Felt Needs

What things in your people's daily lives (living conditions, ways of doing things, beliefs, etc.) caused them problems and need to be changed?
What do people feel to be their major problems, concerns and needs — not only those related to health, but in general?

Housing and Sanitation

What are different houses made of? Walls? Floors? Roofs?
Are the houses and gardens kept clean?
Is cooking done on the floor? If not, where?
How does the smoke from cooking get out of the house?
On what do people sleep?
Are flies, mosquitoes, fleas, bedbugs, rats or other pests a problem?
Is food protected?
How could it be better protected?
What are common diseases of domestic animals?
How do they affect people's health?
What is being done about these diseases?
Where do families get their water?
Is the water safe to drink?
Do they boil their drinking water?
Do they get it from deep wells?
What other precautions are taken?

Population

How many people live in the village?
How many are under 5 years old?
- 5-12 years?
- 13-19 years?
- 20-55 years?
- over 55 years?

How many can read and write?
How many school age children attend schools?
What difficulties prevent children from attending school?
What good is schooling? Does it teach children what they need to know?
How else do children learn?
What are the levels of education achieved?
- no schooling?
- lower primary?
- upper primary?
- secondary?
- other?

How many babies were born in the village this year?
How many were born in hospitals or maternity homes?
How many people died? Of what causes? At what ages?
Could their deaths have been prevented? How?
Is the population of the village getting bigger or smaller?
Does this cause any problems?
What are possible solutions?
How often were persons sick in the past year?
How many days was each sick?
What sicknesses or injuries did each have? Why?
How many children have chronic (longterm) illnesses? What are they?
How many children do most parents have?
How many children have died in most families? Of what causes? At what ages?
What were some of the underlying or indirect causes?
How many parents are interested in not having any more children or in not having them so often? For what reasons?

Nutrition	Land and Food	Health	Self-Help
How many mothers breastfeed their babies? For how long? How many mothers feed their babies with cows' milk? Other foods? What? Are these breastfed babies healthier than those not breastfed? Why? What are the main foods adults and children eat? Where do these foods come from? Do people make good use of the variety of foods available? How many children are underweight or show signs of malnutrition? How much do parents and children know about nutritional needs? How many people smoke? A lot? How many chew betel often? (Betel is a red root grown in Sri Lanka and other parts of the world.) How many drink alcoholic beverages often? What effect does smoking, chewing betel or drinking have on these people's health? How does it effect their families' health?	Does the land provide enough food for each family? If so, how long will it continue to produce enough food if families keep growing? How is farm land distributed? How many people own land? Are artificial fertilizers and agro-chemicals used to increase farm production? What other efforts are being made to increase production? How are crops and food stored? Is there much damage or loss? Why?	What role do local midwives and healers play in health care? What traditional ways of healing and medicines are used? What health services are nearby? How good are they? What do they cost? How much are they used? How many children have been vaccinated? Against what sicknesses? What other preventive measures are being taken? What others might be taken? How important are they?	What are the most important things that affect your people's health and well-being now and in the future? How many of their common health problems can they take care of themselves? When must they rely on outside help and medication? —survey adapted by the DOs from *Where There Is No Doctor* by David Werner, The Hesperian Foundation, CA. U.S.A. 1980

Every public action which is not customary,
either is wrong,
or if it is right,
is a dangerous precedent.
It follows that nothing should ever be done for the time.

— Francis Cornford, British Poet

Helping Each Other to Change

It's important to remember throughout this activity as well as throughout our lives that changes in our lives often require a change in attitude too. Changing our attitudes and helping others to change theirs can be difficult. Be patient and try to find feelings of achievement in small changes. Through small changes we can pave the road for larger broader changes.

Purpose: This activity will enable the group members to identify needed community changes and to identify potential blocks or barriers to change.

Materials: "Before" and "After" village pictures (in handbook pocket); newsprint and pens or chalkboard and chalk.

Time: 1½ hours

Process:

1. Explain the purpose of the activity and how changes in our lives often require changes in attitudes.
2. Show the group members the "Before" community drawing. Ask some members to describe what they see in the drawing.
   - How do they think the people feel in the drawing?
   - Would any group members like to live in the village?
   - What types of problems do the people in the village picture face?
   - Why do these problems exist?
3. Next, show the "After" picture and ask the questions again.
   - Also ask why they think the community changed.
   - Point out that the community members must have wanted to change.

   Note: See the "Four Rules of Brainstorming" (page 53)
4. Now brainstorm with the participants on why the community members would want to change. Record their ideas on newsprint or on the chalkboard.
5. After the group members have listed several ideas regarding change, have them take another look at the "Before" picture. Ask them to pretend that they are living in this village. What would they do to promote change? How would they begin?
6. Next, ask the group members to divide into groups of five or six. Ask each group to create a short drama showing how they would begin to initiate change in their community.

Suggest that they include the following in their dramas:

- Whom they will contact (leaders, village members — all or some? —, government officials, health officials, etc.)
- What they will do (hold meetings, dramas, make home visits, organize self-help projects, etc.)
- What they will say

All members of each small group should help to plan the skit. But each group can decide the number of members they wish to include in the skit. Also, remind each group to think about how the community members in the "Before" and "After" pictures felt. Ask them to remember the reasons for changing that resulted from the "brainstorming." These feelings and ideas provide an important background for the dramas. Allow 20 minutes for planning the drama.

7. Ask each group to present their drama.
8. Following the presentations, first discuss the dramas:

   - Did the group members enjoy the activity?
   - How did they feel during the drama?
   - What approach did each group use to promote change?
   - How do you think real community members would react to these approaches?
   - Do you think the changes were realistic?
   - In real life, do you think villagers would have accepted the changes?
   - Encourage the group members to relate the activities on change to their own villages or communities and to villagers they know.
   - What changes have you seen in your own villages or communities?
   - How did people react to these changes?
   - Did the changes come from villagers' suggestions and ideas or were they imposed on the villagers from outside?

   Since this was a long activity, you could summarize or ask one of the participants to summarize.

— adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980.

Faced with having to change our views or prove that there is no need to do so, most of us get busy on the proof.

— John Kenneth Galbraith

A Village Incident

"Sumana, Why didn't you go to school today?" asked Father in anger.
"Father, I have a stomach ache."
"Where is Mother?"
"Mother went with little sister and brother to the native doctor to get some medicine. They have stomach aches too."
"Why do you all complain of stomach aches all the time? It is only on school days that you get these ailments!"

Father got up from his chair and began preparing to go to the field. Seeing Mother returning to the house, he stopped.

"Did you get medicine for the children? What did the native doctor say?", asked Father. Mother replied, "He said to take good care of the little one. He gave a laxative and a powder to give them in case of further vomiting. The little one was given a dose of the arishtaya (mixture) at the dispensary. The native doctor also said that there was nothing seriously wrong with the boy."

Father left for the field as Mother prepared some warm tea. Brother's condition didn't seem to be so bad! But little sister's sunken eyes made her look very ill. Even a few hours after she had taken the native doctor's medication, she was still vomiting. Mother kept a constant watch over her and became very worried as her little daughter's condition steadily worsened.

Mother decided to send me out to fetch Father from the field. When we returned home, she had left for the hospital with little sister. Our village had no public bus service and Mother had walked five miles carrying sister.

Father went off to the hospital. When they returned, we learned that sister was being given injections. She was in critical condition.

Crisis and Change

Before needed change can occur, there needs to be a motivation. Too often this motivation is provided through a crisis. We can be shocked into action. For example, a village may be moved to act when a child dies because of poor village sanitation. Or a family may take steps to clear the jungle around its home after the father is bitten by a snake. We should try to see the "good" in a crisis and take some action to make needed changes.

Purpose: To identify ways that participants can deal with crisis in a positive way that will bring opportunities to make needed changes.

Materials: The story in the margin (written by a DO based on his experiences in the villages.) Flannelboard and figures; chalkboard and chalk or newsprint and markers.

Time: Approximately 1 hour

Process:

1. Begin by explaining the relationship of crisis to change.
2. Read the following story or ask for a volunteer to read it out loud. As you or the volunteer read, have someone else place the appropriate figures on the flannelboard. They should move the figures about on the board as you slowly tell the story to illustrate what's happening.
3. Next, re-read the story and ask the group members to think about: "If you were the father or mother in this family, how would you like to change your life?"
4. After the second reading, have the group divide into groups of six each. Each group will create a positive future for the family, a new "story." Each group should describe how the family could change over a one-year period and be prepared to "tell" its story to the others. They may use the flannelboard if they wish. Allow 10 minutes for the small group activity.

5. Each group should tell its story to the larger groups. After all the stories have been told, begin a discussion with the following:

   - How did each group decide what changes should be made in the family?
   - What kinds of disagreements did you have in your groups?
   - What problems were discussed and dealt with?
   - Were the changes realistic?
   - Did the ideas for the changes come from the villagers/family members or were they imposed from the outside?
   - How much were non-villagers (government officials, health officers, DOs, etc.) involved in the changes that were made?
   - Have any of you encountered similar problems in your villages?
   - How have you seen people deal with these problems?
   - How can we help each other during times of crisis to turn our "problem" into opportunity? Encourage the participants to make a list of concrete ideas dealing with this question.

Father went back to the hospital to talk to the medical doctor. "Doctor, how is the child?" he asked worriedly. "Please cure her for me." he pleaded.
"Are you Kusumawathie's parent?" the doctor asked.
"Yes, sir."
"What were you doing up to when the child's condition got to be so critical?"
"Oh-h-h sir, we got her some medicine from the native doctor. When she did not get better we brought her here."
"Native treatment is no cure for ailments of this nature. This child's sickness is caused by uncleanliness and negligence. Do you boil the water you give your children?"
"No sir. We give the children water from the channel. We don't have a well and we don't boil our water."
"How many children do you have?"
"We have five children, sir."
"Bring them here immediately to be vaccinated. You and your wife should get vaccinated, too. In the future all of you should drink boiled water and must keep your neighborhood clean and free of garbage. Then you can be rid of disease. Do you understand?"
"Yes, sir. Yes!" replied Father.

—written by a DO

The Chinese use two characters to write CRISIS
One means opportunity.
The other means problem.

We can look at life's "events" and see problems
or we can re-focus and see opportunities.

— Chinese Proverb

50 Excuses for a Closed Mind

I've tried that before.
Our place is different.
It costs too much.
That's beyond our responsibility.
We're all too busy to do that.
That's not my job.
We don't have the time.
Not enough help.
That will obsolete our equipment.
Our organization is too small.
Not practical for busy people.
The students will never buy it.
We've never done it before.
It's against school policy.
Runs up our overhead.
We don't have the authority.
That's too ivory tower.
Let's get back to reality.
That's not our problem.
Why? It's still working okay.
I don't like the idea.
You're right but...
You're ahead of your time.
We're not ready for that.
We don't have the equipment.
We don't have the personnel.
It isn't in the budget.
Can't teach an old dog new tricks.
Good thought, but impractical.
Let's hold it in abeyance.
Let's give it more thought.
They'll laugh at us.
Not that again.
Where'd you dig that one up?
We did all right without it.
That's what to expect from staff.
It's never been tried before.
Let's form a committee.
Has anyone else tried it?
I don't see the connection.
It won't work.
What you're really saying is...
Maybe that will work in your department, but not in mine.
Let's all sleep on it.
I know a fellow who tried.
Too much trouble to change.
We've always done it this way.
It's impossible.

—*Nebraska's Guidance Digest, U.S.A.*

A Willingness to Change Requires an Open Mind!!

section IV

exploring resources and projects for health and income generation

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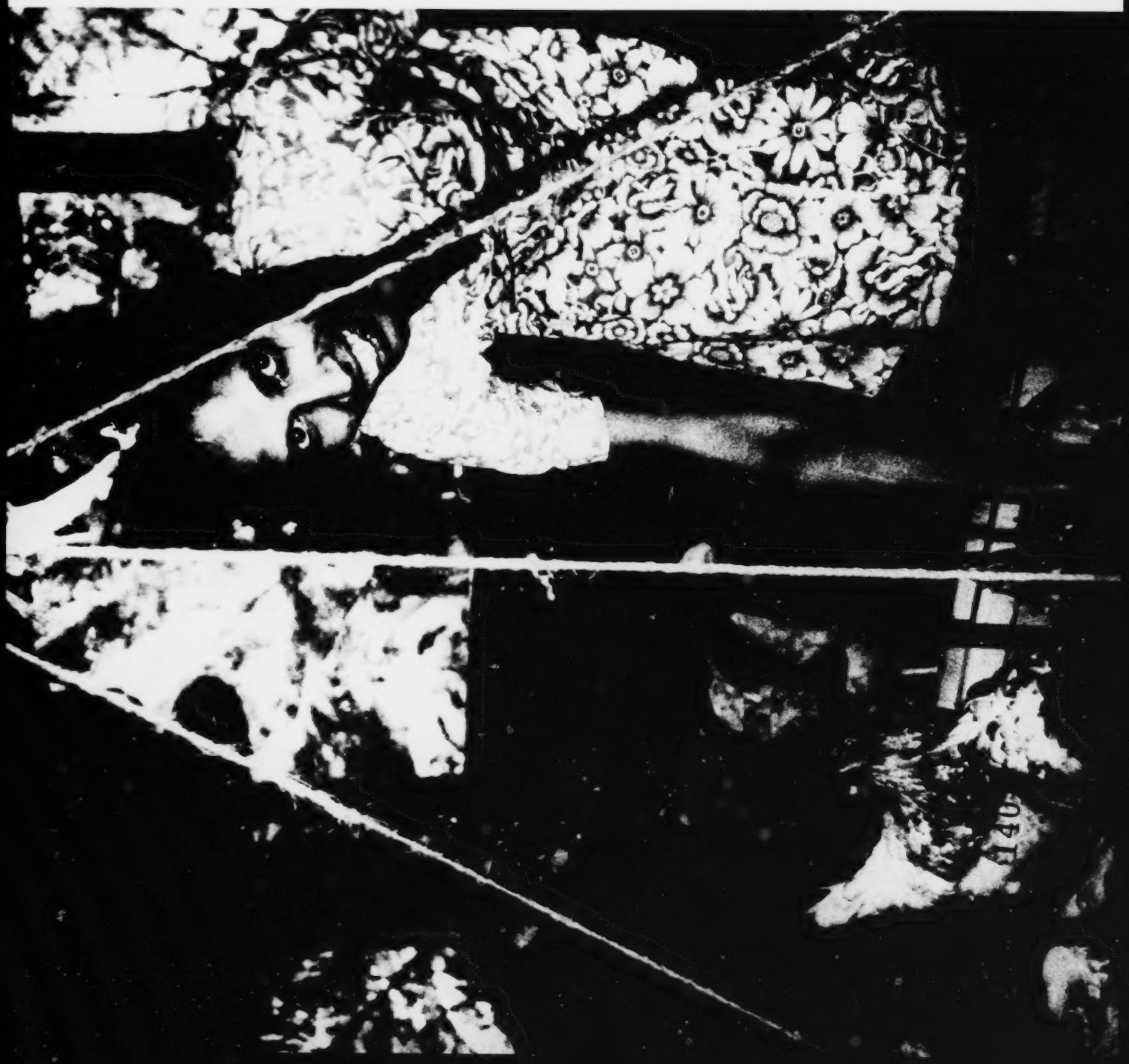


Section IV

Exploring Resources and Projects for Health and Income Generation

Before making any decision, it's good to

- gain as much information as possible, and
- explore as many options as possible.

This is good advice, no matter what the decision-to-be-made is. But it is especially good advice when someone is about to decide on a new activity that will require an investment of time, money, and personal commitment.

This section of training activities will enable you to guide your participants in the processes of:

- matching needs with available human resources
- exploring and understanding the concept of "resources"
- identifying appropriate resources, and
- working effectively with local resource persons.

In addition to exploring and learning how to work effectively with resource persons, this section

- provides an opportunity to examine health improvement and income-generation areas.

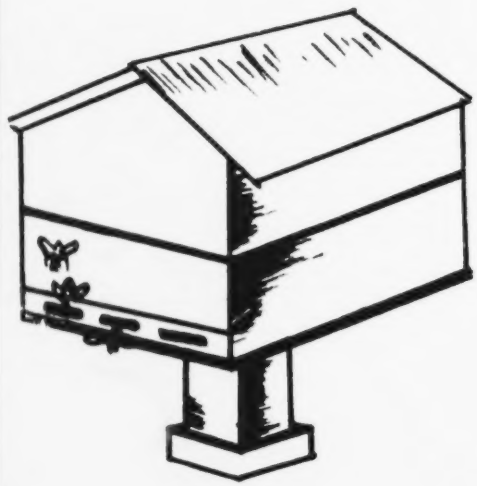
The order in which you EXPLORE topics, using the following activities, is not crucial. We only suggest that nutrition and preventive health come early in your training activities, as these activities provide a good base for the others. It is also good to integrate HEALTH with INCOME GENERATION. These topics are linked and your training can reinforce this link. So, if you have an income-generating activity, such as 'mushroom growing" in the morning, you might plan to have "first aid" in the afternoon.

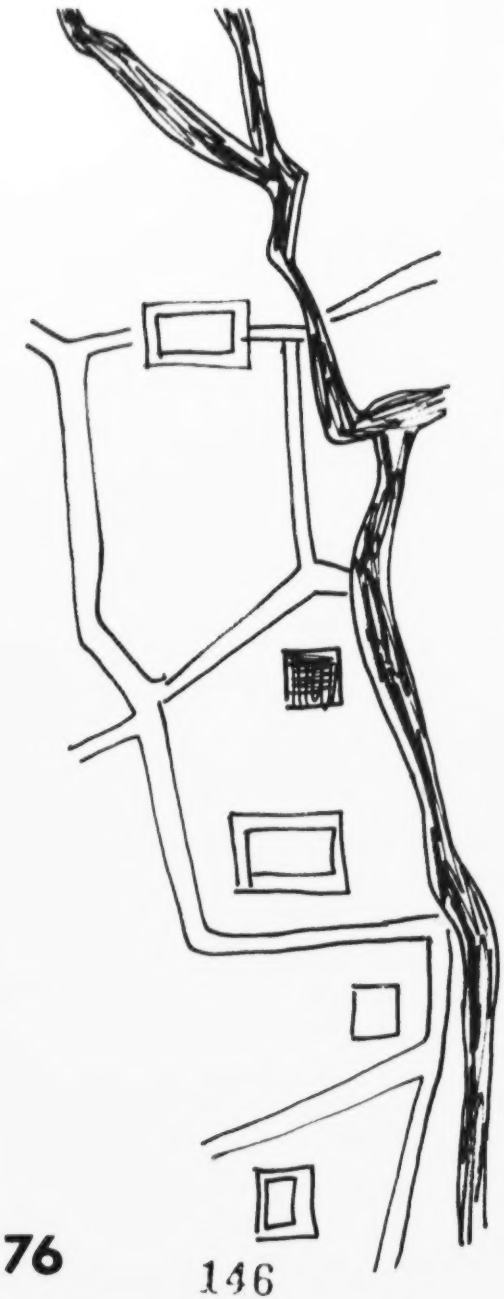
An important part of the Development Officers' training project centered on learning how to develop non-formal, participatory training activities using technical content.

Too often technical information is misunderstood or not appreciated, because people can't relate it to their own experience and don't know how to USE the information. Non-formal, participatory training techniques help to get technical information to the potential users by involving the participants. These approaches encourage the participants to BECOME INVOLVED, to EXPLORE, and to learn to become better PROBLEM SOLVERS. The participants are not passive spectators watching information being paraded by. Instead they are active, involved change agents. They are involved in improving their lives themselves. They are learning how to effectively use information and resources to achieve their aims and goals. They are no longer watching the parade; they are in it and directing it!

Some of the activities which grew out of the technical part of the DO training have been included in this section. These activities include a wide variety of methods. However, no particular method is tied to a specific topic. Feel free to use different methods for different topics. For example, the main method described in GOAT RAISING is a field trip. But, you could use a field trip for mushroom growing, or pig raising, too. In MUSHROOM GROWING, a puppet drama is used to determine information needs. You *could* use a puppet drama with any other topic, too, if your purpose was to determine information needs.

Use these activities to explore areas of income-generation and health improvement. Use these activities to help your participants gain more information about different possibilities for small-scale projects. Then, the participants will be better prepared to make good decisions.





Section IVA

Identifying and Using the Resources We Have

Resources help us do work and meet our goals. We have and use many kinds of resources. Sometimes we fail to fully use our resources because

- we don't know what resources we need
- we don't know what resources we have, or
- we don't know how to best use the resources we have.

Sometimes, too, we define "resources" very narrowly. In fact, some people think resources means only money.

Actually, we have and use many, many resources. There are natural resources such as sun, water, and soil. We have personal resources such as skills, energy, and interest. We also have human resources such as the local public health nurse, teachers, and the helpful farmer who lives down the road.

This part of Section IV will help the participants identify and utilize available resources.

The first two activities will help the participants to identify potential resource persons and to match the skills of the resource persons with their specific needs. Following the two activities is a CHECKLIST OF GUIDELINES for effectively SELECTING and USING RESOURCE PERSONS.

You and your participants then may wish to utilize some of the resources you have identified in the next part of Section IV: EXPLORING IDEAS FOR IMPROVED HEALTH AND INCREASED INCOMES.

Identifying and Mobilizing Community Resources

Many times people fail to tackle problems facing them,because they feel that the problems are insurmountable and that they have no way of dealing with them. They may also feel that they cannot deal with their problems because of a shortage of resources. However, if a problem is examined carefully, people often see that they may have a *shortage* of money but a *wealth* of resources.

Purpose: This activity will help the participants to see that they have human, natural and institutional resources wherever they live. By the end of the session, the participants will have identified at least five human, five institutional, and five natural resources in their own area.

Materials: A piece of newsprint, glue, or pins, small pieces of paper, leaves, grass, and/or pebbles. Note: The map that you will be making should be kept so it can be referred to later. So, if possible, use newsprint. If newsprint isn't available, the map could be drawn in the dirt.

Time: 1½ hours

Process:

1. Introduce the session by explaining that you all will be taking a look at the resources in the local community or town.
2. Show them the "map" (a rectangle with rivers, or other landmarks) or draw the map in the dirt or sand. Explain a little about resources, reminding the participants that resources are *not* just money.
3. Divide the participants into three teams. Give each team a different marker (stones, buttons, seeds, beans, etc.). Explain the three different kinds of resources: ENVIRONMENTAL (water, roads, trees, etc.), INSTITUTIONS OR SERVICES (banks, schools, health centers, etc.) and HUMAN (names of specific people in the community who could be of help). Indicate a particular marker for each of the three types of resources. For example, beans for environmental, buttons for human, and stones for institutional.
4. Ask the three groups to meet separately and identify all the resources they can think of for the kind of marker they have. Spend some time with each group to help them think of resources.
5. After 10 or 15 minutes, bring the small groups back to the resources map. Ask each group, in turn, to place markers on the community map to represent each resource they thought of. It is important to explain that they need not place the markers where a resource would really be located in the community. This isn't a geography lesson. Remember it's the act of *identifying* and *placing* that's important!
6. When the map is completed and all groups have placed their markers, begin a discussion using the guidelines on the side. The discussion should focus on the resources and how they can be utilized.
7. Summarize by suggesting that the participants keep the map. If it is on paper, the symbols can be glued or marked down. If it is drawn and made in the dirt or sand, they can just remember it— "keep" it in their heads!

— adapted from *Women Working Together for Personal, Economic and Community Development*, by Suzanne Kindervatter, Overseas Education Fund, 1980.

Discussion Questions

- Can the group add any more resources to those already on the map? (For any added, place another marker.)
- Which of the resources has anyone actually used? When? Why? What happened?
- When would you use some of the various resources? What problems could they help you solve? Give examples; be specific.
- What obstacles have people encountered or might they encounter in using various resources? How could we get around these obstacles?
- Which resources might be needed but unavailable? What can be done? What substitutions can be made?

Where to Go for the Proper Assistance

Many times we can't solve our problems because we can't identify what the problem is. Other times we fail to solve our problems because we don't know what to do about them. But sometimes we know what the problem is *and* we know what to do about it. But we go to the wrong source for assistance. For instance, we don't go to the dentist if our foot is broken! Likewise, we shouldn't go to the wrong person or organization seeking assistance for problems.

Purpose: To help the participants save time and trouble when seeking assistance to solve their problems and to increase their awareness of the many resources available to them.

Materials: Flannelboard or chalkboard; cards (or papers) with names of resource persons/titles such as "official village leader," "agricultural officer," "veterinary surgeon," "banker," etc.; pictures portraying family, community or health problems (use pictures from the handbook pocket); blank pieces of paper.

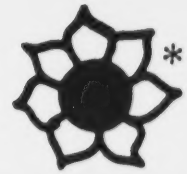
Time: Approximately 1 hour.

Process:

1. Introduce the activity by explaining the above purpose.
2. Post a picture depicting a problem(s). Ask the participants to describe what they see in the picture.
3. Write the problems they state on pieces of paper and place them on the flannelboard.
4. Next, place names of officials on the flannelboard. Ask for volunteers from the group to match the resource persons with the problems. Perhaps there will be some disagreement as some villagers think one person more appropriate for a given problem than another. Allow the group to discuss such differences, remembering that perhaps more than one resource person could help to resolve the issue(s).
5. If time permits, also ask the villagers if any of them have actually utilized the services of any of these persons and what happened: How were they treated? How did they feel about the experience?
6. Finally, to personalize the session even more, ask if any of the participants has a particular family or community issue(s) where they need assistance. If so, and if the person is willing to share with the group, the group could help suggest the proper person or persons for assistance. (Do NOT force anyone to speak at this point because a problem may be too personal for sharing in the group at this time.)

—designed by a Development Officer.

PEOPLE: A Most Valuable Resource



This section provides you with a CHECKLIST OF GUIDELINES for selecting and effectively using resource people.

By this point, the participants will have identified potential resource persons in their community or area. No one can know everything about everything, so often we turn to others for assistance and advice. These people we turn to are "resource persons." Many of the income-generating activities and health-improvement activities will require the use of resource persons.

Resource Persons....

- need *not* be titled experts
- can be government officials, professionals in education, health, agriculture, animal science, etc.
- can be a local farmer, merchant, woman who always has a bountiful garden, or teenager who grows strong, healthy goats
- can be other field workers (like yourself!)
- can be other participants in the same group.

RESOURCE PERSONS CAN BE ANYONE WHO POSSESSES SKILLS, INFORMATION, IDEAS, OR CONNECTIONS THAT ANOTHER PERSON NEEDS!

Guidelines

The following guidelines will help you to

- prepare your participants for selecting and working with resource persons, and
- prepare the resource persons for working effectively with you and your group.

1. **Suggestions for Preparing the Participants**

   - Involve the participants in matching their needs with available resource persons.
   - Involve the participants in selecting and contacting resource persons. It will improve their self-confidence through strengthening their abilities to deal with authorities.
   - Help the participants to prepare background notes for the resource persons describing their interests, aims, and needs. Don't assume that the resource persons already have this information.
   - Identify other ways you and the participants could offer to help prepare materials, or arrange transportation, or to help set up a field visit.
   - Orient the participants to a particular area and prepare them for the session by using a non-formal activity (see activities in the following sub-section for ideas). These activities will also help to stimulate interest and increase motivation.
   - Ask the participants to prepare questions for the resource persons beforehand. Make sure to tell the resource persons that this will be done. This saves the participants' and the resource persons' time. If they do not address the participants' real needs and interests, it will be a waste of time for all.

*The blooming flower indicates a basic information sheet that provides background for the preceding training activity.

PEOPLE: A Most Valuable Resource (continued)

Guidelines

2. **Suggestions for Preparing the Resource Persons**

- Supply the resource persons with background information and prepared questions from the participants as far in advance as possible.
- Offer to assist the resource persons in preparing outlines, handouts, or posters related to their presentation.
- Encourage the resource persons to make their presentations practical. Explain how the presentation will fit with the participatory training approach. Suggest that they use real objects, field work, demonstrations, and visuals, if possible.
- Encourage the resource persons to integrate relevant health aspects into their technical presentations.
- Suggest that the resource persons have the participants meet in groups for group problem identification and solving related to the topic. This means that the resource persons would present the group with a problematic situation. Each small group would then try to identify the problem(s) and decide what they could do to improve the situation. If the resource persons are interested, you could show them some of the ideas and activities in the handbook.
- Encourage the resource persons to allow the participants the opportunity to share their experiences with each other.

Keep a record of additional guidelines or suggestions, based on your own experiences using resource persons:

-
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Section IV B

Exploring Ideas for Improved Health and Increased Income

This part of **NAVAMAGA** will help to familiarize your participants with many areas of INCOME GENERATION and FAMILY HEALTH IMPROVEMENT through participatory problem solving, action-oriented TRAINING ACTIVITIES.

TECHNICAL INFORMATION has also been included to help *you* to develop a working knowledge of the various topics. These short technical information sheets will provide you with a starting point and may help answer some of your participants' questions. You and your participants will need to work closely with local resource persons to develop more in-depth technical awareness and skills.

The Development Officers in Sri Lanka decided which topics to include in this section. Many of the training activities are based on DO ideas. Much of the technical information is also drawn from presentations made by local Sri Lankan resource persons and DO experience.

Sometimes people are reluctant to participate in only health-related training. But the prospect of learning how to increase family incomes may encourage them to participate in your training. So, by integrating income-generating activities with health and nutrition, your participants will be learning in both these important areas.

The section intersperses health and nutrition activities with income-generating activities, as you should do in your training. The connection is a natural one. How can one talk about the importance of dairy farming without also examining the importance of milk? Likewise, many areas of health are related to improved diets. People who are raising their own food or increasing their incomes in some way stand a better chance of improving their diets. Often, as incomes increase, people feel that they can afford better food and better health care.

A final note of caution: These activities do not make up a course of study. The activities are here to give your participants a *taste* of different options that may be open to them. The activities provide a sampling of various topics. The knowledge and awareness gained from working with these activities will help the participants make better-informed decisions about their future project activities. When participants decide on areas they would like to pursue in depth, local resource persons can aid them in acquiring needed information and skills.

Puppet Play

Explain that the following puppet play is about a farmer and his family who chose to eat tinned and artificial foods despite the free availability of yams, fresh vegetables, and other fresh farm products.

Characters: Commentator, Farmer, Farmer's wife, Farmer's daughter, vegetable puppets.

Commentator: Once upon a time there lived a farmer, his wife and daughter. They were fortunate to have a very fertile portion of land; whatever crops they planted flourished. Used to consuming fruits and vegetables grown in their own garden, they were amply rewarded with good health.

One day the trio visited a nearby town and developed a taste for tinned and artificial foods. They lost their desire for fresh farm vegetables and other farm products.

From this day on the eggs they used to consume were sold cheaply in the market; the cow's milk was exchanged for artificial powdered milk; the garden vegetables were sold for a song; while expensive tins of sardines were bought instead.

(Stage instructions: Commentator exits. Farmer, wife and daughter appear.)

Farmer (to his wife):
What is wrong, my wife? You look pale. You are no longer nice and plump. Daughter does not look well either.

Wife (to farmer):
You don't look so well yourself, husband. You seem very tired and unenergetic.

Daughter:
I don't understand why we are no longer healthy.

(The three exit. Commentator appears.)

Nutrition: The Foods We Eat

Purpose: To enable the participants to examine the types of food they eat and to involve them in making healthy, inexpensive changes in their eating habits.

Materials: Food flannelboard figures (colored, cut out, and mounted on heavier paper with a small piece of sandpaper on the back); flannelboard; large food puppets (cut out, colored, mounted on heavy paper, then on sticks). See a sample food figure and puppet in the handbook pocket.

Time: 1½ hours

Process:

1. Explain that today we will be using the flannelboard and "food puppets" to help us look at our eating habits. Place all food flannelboard figures on a table. Note: Before starting the session, ask for several volunteers (4 or 5) to operate the different puppets. Review the activity with them and explain their parts. The puppet play is printed in the sidebar.
2. Begin the activity by asking each participant to come forward, one at a time, and place on the flannelboard one food that he/she has eaten in the last week. Let the participants continue to take turns placing food figures until they have placed all the foods they have eaten in the last week. There should be some food left on the chair. Make sure they place only foods they themselves have actually eaten in the last week.
3. Next, ask them why they eat these foods. Their answers will probably include "because they're available," "inexpensive," "my family likes them," etc.
4. Ask them to listen to the "puppets" as they tell their story (see the sidebars of this exercise).
5. Following the puppet skit discuss the following:

   1) In the short drama presented to you just now, what was the problem faced by the farmer's family?
   2) Do you agree that the farmer and family were wrong in their behaviour?
   3) What were their shortcomings?
   4) What should they have done?
   5) Do you know of any persons in your village or community who have been duped into such practices?
   6) Is there any message that you could convey to them? What is it?
   7) What do you think a balanced diet is? What is it made up of?
   8) Which of the vegetable puppets said the farmer would be "protected by them"?
   9) Which said he would be assured of growth? Of strength?

6. Next, see if anyone would like to rearrange the foods on the flannelboard into categories under *Energy, Growth,* and *Protection.* Help them if they are having difficulty. See the nutrition information sheets that follow this exercise for a good explanation of the foods in these categories.

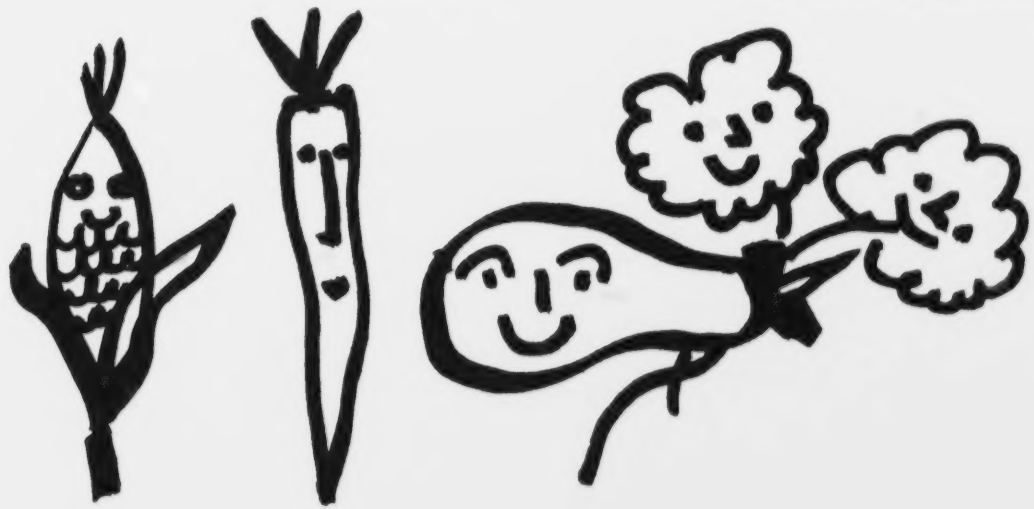
7. Finally, ask the participants to place the other food figures that are still on the table or chair on the flannelboard under the proper categories.

8. In closing ask the participants to think again about the foods they actually eat and the additional foods they SHOULD eat. As they return to their homes ask them to begin thinking about ways they could improve their diets with little or no additional costs.

Ideas for Future Sessions

You could prepare for the *next session* by dividing the women into two teams. Explain that the women will be having a little contest with each other. Each team should try to come with as many ways as possible for improving their diets inexpensively. The team that comes up with the most ways will "win" (perhaps their "prizes" could be colorful handmade tags, or a piece of fruit, or just hearty congratulations!)

—designed by a Development Officer



Commentator:
As soon as this conversation ended there was much disturbance in the garden. The yams and cucumbers are jumping and laughing. *(Background sound of vegetables talking excitedly.)*
(Commentator exits; vegetables appear.)

Vegetable Puppets:
Yet you haven't suffered enough to notice us. Though we were in your own garden, you thought you could do without our assistance. Shall we go and make the farmer and his family open their eyes?
(Vegetable puppets, categorised into such groups as vegetables providing energy, protection and growth present themselves one by one to the farmer and his family.)

Vegetable Puppets (all together):
Dear farmer and family, please listen to what we have to say:

Vegetables giving energy:
Consuming us you could be sure of energy and strength.

Vegetables giving protection:
Consuming us you are assured of protection.

Vegetables ensuring growth:
Consuming us you are assured growth.

Vegetables together:
Didn't you know how important we are to you? Why did you desert us for tinned and artificial foods?

Commentator:
The farmer who thought he had advanced greatly realized he should have been contented with his old way of life.
(Commentator and other characters exit)

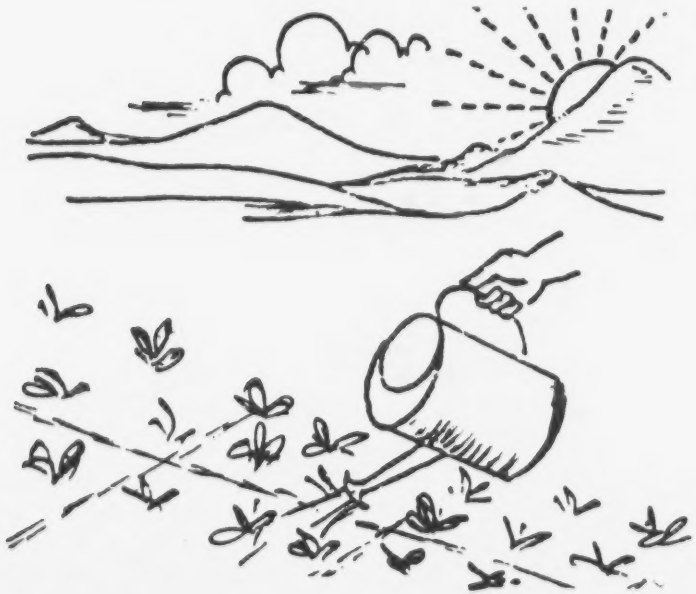
Nutrition : Basic Information

Good Nutrition/Good Health

A healthy diet includes a balance of: milk or dairy products; fruits and vegetables; grains (such as rice or bread) and cereals; and meat or fish (vegetarians substitute vegetable proteins for animal proteins).

The amount and combination of foods needed depends on age, sex, weight, degree of activity, and climate. Generally, however, people become ill if they eat foods from one of the four food groups in excess or if they eat too little or no foods from any of the groups.

A balanced diet is a healthy diet. It provides the body with all the nutrients needed for growing, repairing tissues, getting energy, and avoiding disease.



Food Nutrients

A balanced diet provides the right combination of nutrients needed for a healthy body: to help us *grow*, to *protect* us from disease, to give us *energy*. Here is a list of essential nutrients, how each contributes to good health, and what foods to eat to make sure they are all included in your diet:

Carbohydrates

Carbohydrates provide energy and heat. Common sources of carbohydrates are potatoes, yams, rice, bread, and other roots or grains. When small amounts of animal or vegetable protein are combined with some carbohydrates, the "amino acids" in the carbohydrates are "activated" and therefore also become a source of protein.

Fats

Fats are a source of concentrated energy and are necessary for certain body processes. They are found in milk, butter or margarine, nuts, cooking oils, coconut, and sesame.

Proteins

Proteins are necessary for growth and for repair of tissues. Animal proteins include meat, fish, poultry, eggs, milk, and milk products (like cheese and yogurt). Vegetable proteins can be found in various beans, lentils, soybeans, some cereal grains, and legumes.

Vitamins

Vitamin A: Green leafy vegetables, yellow-colored fruits and vegetables. Protects against blindness and helps the normal functioning of surface cells.

Vitamin B: Cereal grains, legumes, green leafy vegetables, eggs, and rice. Deficiency causes beri-beri.

Vitamin C: Citrus fruits, tomatoes, some vegetables. Deficiency causes scurvy. (Vitamin C is also known as ascorbic acid.)

Vitamin D: Fish liver oil, egg yolk, milk, sunshine. Deficiency causes rickets.

Vitamin E: Most vegetables. Deficiency causes muscle cramps.

Minerals

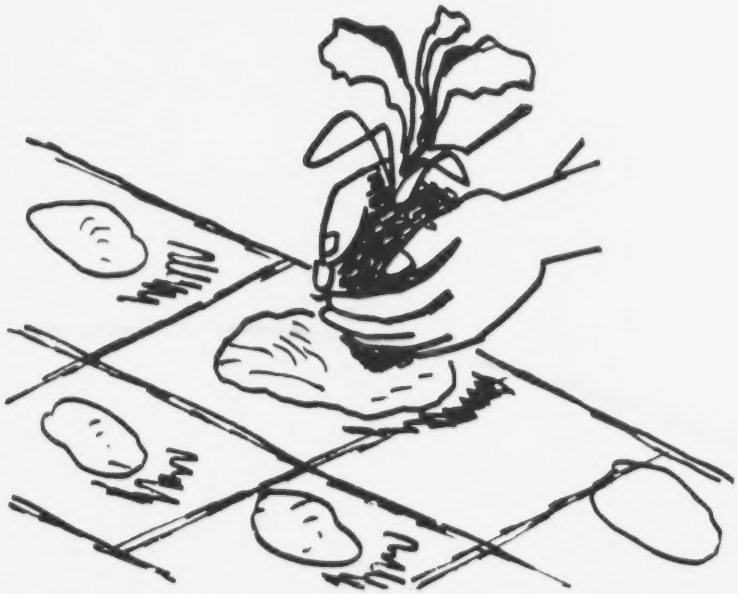
Iron: Spinach, dark green leafy vegetables, meat, liver and kidneys. Required for the formation of red blood cells.

Iodine: Fish and sea foods: some table salt is iodized. Needed for the normal functioning of the thyroid gland. Deficiency causes goiter and swelling of the glands.

Calcium: Milk, bones of small fish, grains like millet. Essential for the formation of bones and teeth, epecially in babies and children.

Water

Water is an important part of all diets. Without it, the body becomes dehydrated. The risks of drinking contaminated water are great, so drink only boiled cooled water. Water is also a part of other beverages—such as milk or tea—or other foods—such as certain fruits, vegetables, and stews or curries.



How We Lose Food Nutrients

1. Improper cooking. Cooking food too long can destroy valuable vitamins.
2. Improper washing of vegetables. Too much washing or washing after cutting removes important nutrients.
3. Soaking cut or cleaned vegetables prior to cooking. This practice also takes away food values.
4. Eating habits. For instance, too much consumption of carbohydrates and not enough proteins causes deficiency diseases.
5. Some traditional dietary practices for pregnant women or nursing mothers. For instance, certain taboos for pregnant women, like not eating eggs, can be harmful to the growth of the unborn baby. A nursing mother also needs a balanced diet in order to produce rich breast milk for the baby.
6. Lack of proper knowledge about the importance of a balanced diet. This can cause a number of deficiency diseases.
7. Some traditional dietary practices for infants and children. For instance, waiting for an auspicious time to start solid foods may hinder a child's growth and development.
8. Too many sugary foods. Children, particularly, will be harmed if they eat too many sweets and not enough fruits and vegetables.
9. No water or beverages for someone suffering from diarrhea. Causes severe dehydration.
10. Failure to use food preservation techniques—canning, drying, salting, or smoking—so that seasonal foods can be available year around.

Ideas for Future Sessions

(after visit of Resource Person)

1. Have a session with the participants to help them actually map out their gardens. Where should the banana plants go? How much space will they require? Where should the eggplant be planted? How many plants of each should be planted? Are they planting for home consumption, or also to sell?

   Perhaps the participants could visit someone's garden where they could mark off the space required for the different fruits and vegetables they would like to grow.

2. Other sessions could be conducted to help the participants learn how to make compost and harmless insecticides (harmless to humans and other animals).

3. Another session could focus on the financial end of home gardening. By pricing the vegetables in the market, the participants could see that they are saving money and thus increasing their incomes even without selling their produce. They are increasing their incomes by not spending as much. Note: Don't just tell the participants this, but actually take them to the market. Let them do the pricing and then later figure out the savings per week or month that they can realize by growing their own vegetables and fruit.

For it is surely a lifetime of work,
this learning to be a woman.
Until at the end what is clear
is the marvelous skill
to make life grow in all its forms.

— "My Sisters, My Sisters" in *The Lion and the Rose* by Mary Sarton.

Home Gardening: Growing Our Own Food for Improved Nutrition and Increased Income

This activity could follow the sessions on "Nutrition: The Foods We Eat." It should be conducted BEFORE meeting with a resource person.

Purpose: To help the participants identify what fruits and vegetables they can grow instead of buying and to begin thinking about and planning for a home garden.

Materials: Fruits and vegetables flannelboard figures, flannelboard, chalkboard and chalk or newsprint and markers.

Time: 1 hour

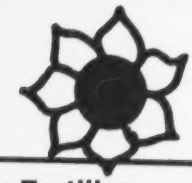
Process:

1. Begin by linking today's session with the previous one(s) on nutrition. Explain that today's session will be the first "action" step in beginning to grow food for health and income.
2. Ask the participants how many of them have some land. Then, ask how many have some land (even a small patch) that isn't being cultivated.
3. Next, place on the flannelboard some popular foods and vegetables. Ask who gets these from the market. Ask who grows these. Ask which ones can be grown (probably all can).
4. Finally, ask the participants to talk about (and list) problems they have had in the past or anticipate having if they try to have gardens and grow their own food.

   This list of problems as well as the list of vegetables and fruits bought in the market will serve as good groundwork for a resource person. Ask the resource person(s) to attend a future session to talk with the participants about their concerns and to help them begin to plan their gardens. Remember to meet yourself with the resource person(s) ahead of time — before the next session — to share with them the list of participants' concerns as well as the list of fruits and vegetables bought at the market.

— designed by a Development Officer

Home Gardening: Basic Information



Why Start Your Own Garden?

There's a lot to gain from having you own garden! For instance:

- a garden makes spare land and labour productive
- it's an easy way to produce foods rich in nutrients often missing from typical diets
- it provides nutritious, fresh food, with minimal transportation and storage costs
- it reduces family expenses
- it improves the environment
- it can provide an additional source of income when surplus is sold
- it makes good use of waste material as fertilizer
-
-
- add some ideas of your own
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Some Things to Consider in Starting a Home Garden

1. Home gardens can be very simple or quite elaborate. A "full" garden could contain: a vegetable plot, shade trees, livestock, poultry, and a compost pit.
2. Select crops for your garden with a balanced diet in mind.
3. Ideally, half your garden plot should be for food production and the other half should be for raising seeds and seedlings.
4. Select crops suitable for your region. Obviously, in dry zones, it's important to plant crops that require a minimal amount of water.
5. Consider the shadows of trees when laying out your plot; big trees can block necessary sunlight.
6. Determine the size of your plot and kind of crops with an awareness of available water.
7. Garden beds should be placed in close proximity to the water source, should have sandy loam soil, and should have proper drainage.
8. Know the proper spacing of each kind of crop (the distance between each plant) and plant accordingly.
9. Find out what weed control, fertilization, and pest control will be needed for your particular crops and take necessary action.
10. Start a compost pit to make your own organic (natural) fertilizer. If you do not have a pit, use decomposed cow dung or poultry manure as fertilizer. Use chemical fertilizers only as a last resort.

Making Your Own Fertilizer

Compost is a fertilizer you can make yourself from waste products. Many different kinds of plant and animal materials may be used to produce compost: leaves, grass, weeds, garden refuse, kitchen wastes, animal manure and fish scraps are all suitable. Compost can be made in a pit, hill, heap, or barrel.

The compost heap should be a convenient size for the amount of materials you have on hand, usually a meter (3 ft) wide, high, and long. The top should be left flat or with a slight depression in the center to catch and hold rain. The compost should be kept moist. If you get a lot of rain, though, you might even want to cover your compost a bit.

Ordinarily it is good to supply nitrogen to the compost heap in addition to the wastes to help the micro-organisms break down the wastes. Animal manure will help.

Coarse, woody organic matter may temporarily make *less* nitrogen available to plants, as nitrogen is taken up rapidly by the bacteria that are breaking down these materials. Such materials are best left in a compost heap until they are well-rotted. Dried leaves are somewhat slow to break down and sawdust very slow. Succulent green materials break down fast.

The pile of waste will heat and rot. If it is kept moist, and depending upon how much coarse material and nitrogen is added, it will rot enough in 3 or 4 months for you to use. If you add no nitrogen you might want to leave it for as long as 6-8 months.

If the compost is ready, but you don't need it yet, put it under shelter so that the nutrients will not be lost when it rains. On vegetable seedbeds compost should be applied at the rate of one to two kg. (2-5lbs) per square meter and thoroughly mixed with the soil.

—excerpted from the *Liklik Buk: A Rural Development Handbook Catalogue*, Papua New Guinea, 1977.

Home Gardening: Basic Information (continued)

Making Your Own Insecticide

Take a large amount of small red chillies and grind them. Add enough water to cover the chillies and a little soap powder or a small piece of soap. Mix this well.

This liquid can be sprayed on your plants through a tin that has several small holes punched in the bottom. Good for green leafy vegetables.

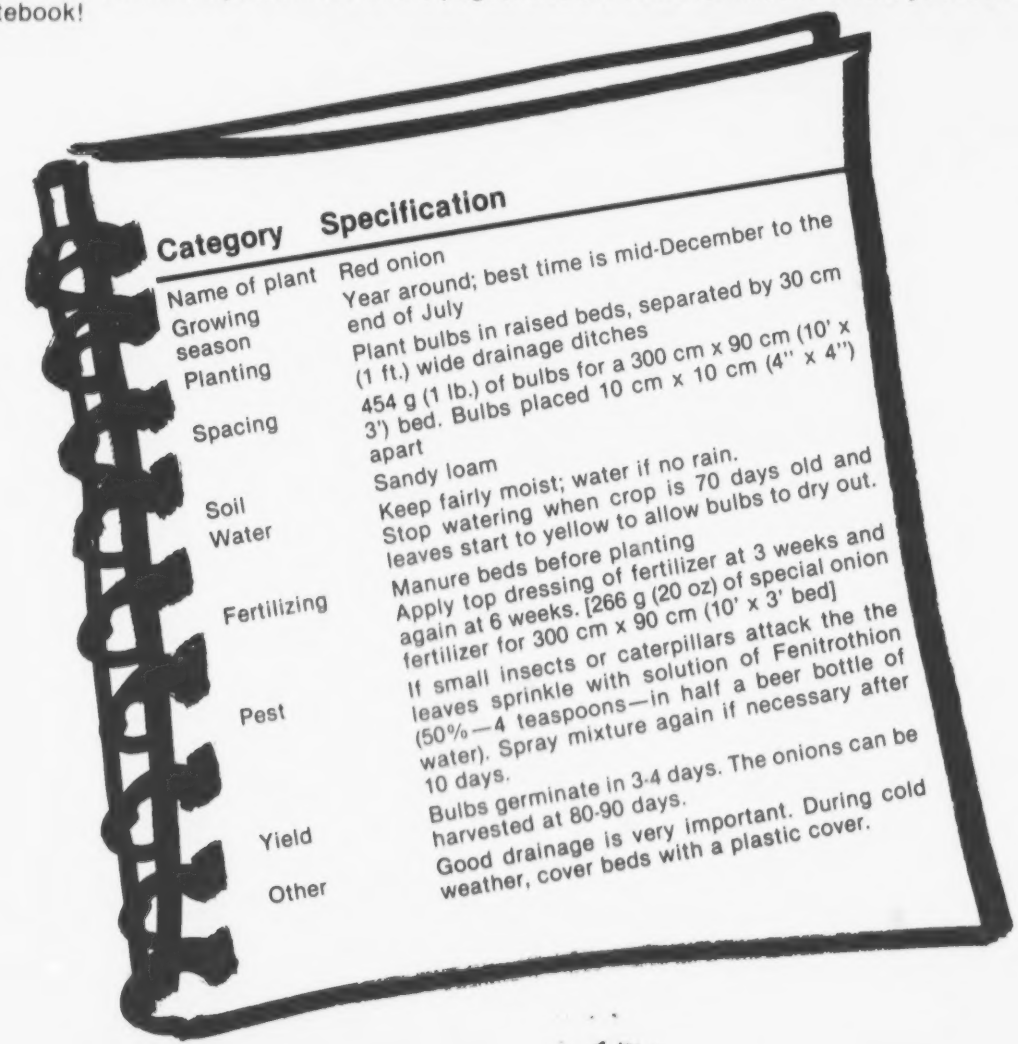
—from a Sri Lankan Resource Person.

Find the shortest, simplest way between the earth, the hands and the mouth.

— Lanza del Vasto

From a Field Worker's Notebook

The DOs in Sri Lanka started notebooks on common garden plants and how to grow them. Here's an excerpt from one of the pages. Use the same format and create your own notebook!



Category	Specification
Name of plant	Red onion
Growing season	Year around; best time is mid-December to the end of July
Planting	Plant bulbs in raised beds, separated by 30 cm (1 ft.) wide drainage ditches
Spacing	454 g (1 lb.) of bulbs for a 300 cm x 90 cm (10' x 3') bed. Bulbs placed 10 cm x 10 cm (4" x 4") apart
Soil	Sandy loam
Water	Keep fairly moist; water if no rain. Stop watering when crop is 70 days old and leaves start to yellow to allow bulbs to dry out.
Fertilizing	Manure beds before planting Apply top dressing of fertilizer at 3 weeks and again at 6 weeks. [266 g (20 oz) of special onion fertilizer for 300 cm x 90 cm (10' x 3' bed]
Pest	If small insects or caterpillars attack the the leaves sprinkle with solution of Fenitrothion (50%—4 teaspoons—in half a beer bottle of water). Spray mixture again if necessary after 10 days.
Yield	Bulbs germinate in 3-4 days. The onions can be harvested at 80-90 days.
Other	Good drainage is very important. During cold weather, cover beds with a plastic cover.

Preventive Health: Planning Healthy Lives

Too often people must choose *cure* because they didn't choose *prevention* in time. Unfortunately, this costs us very much in terms of lost lives, pain, illness, and money. Cure is in some ways easier than prevention. We don't plan for cure. We just become the helpless victims of circumstance.

But, we do not have to be helpless victims. We *can* take some planning steps to help us prevent illness and accidents before they happen. The Development Officers in Sri Lanka felt that preventive health was especially important, but too rarely practiced.

Purpose: To enable the participants to identify several actions they can take to improve their families' health through prevention.

Materials: The following story about worms; the "worms" poster (in the handbook pocket); chalkboard and chalk

Time: 2 hours

Process: This activity is actually three activities. Each of the three parts focuses on one area. However, to introduce the whole section on preventive health, you can use steps 1-4 below which stress the importance of *planning* in preventive health. The three activities focus on:

Planning to prevent disease (through precautions)
Planning to prevent accidents (through removing hazards from the home)
Planning to have healthy bodies (through good eating habits, exercise, and sufficient rest).

1. Introduce the first of the three activities by explaining that we will be trying to improve our families' health through taking preventive measures in the above three areas.
2. Next, without explaining any more, ask for one participant to come forward and draw a short line on the blackboard. Then ask for another to come up and add another line to the first one without crossing it. Ask three or four more to come forward. They might end up with something that looks like this:

(continued on next page)

Story of Lena

Lena was 10 years old. She loved to play in the garden near her house. From morning until night she was outdoors playing. She especially liked the way the grass and the mud felt between her toes. Sometimes she would go with her father to the paddy (rice) field and walk in the oozing fields with him.

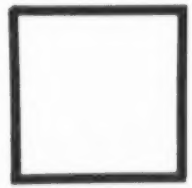
Lena's mother was beginning to worry about Lena, though. She had lost weight and was growing very restless. Some days she didn't even go outside, except to go to the jungle to relieve herself since her family did not have a latrine.

Finally after trying several types of native treatment, Lena's father and mother carried her several miles to the medical doctor. To their surprise, the doctor found that Lena was seriously infected with worms. The doctor asked Lena's parents if they knew how the worms had entered the body. They said they didn't know. So, the doctor carefully explained to the parents and told them what precautions they should take in the future to prevent such problems for themselves and their family.

— written by a DO

Preventive Health: Planning for Healthy Lives (continued)

3. Ask four people to come forward and each make one of four connecting lines that will form an enclosure. It will look like this:



4. When a DO developed this brief introductory activity during the training, he suggested that these lines represented our lives. He pointed out that with a plan, it will have form. Without a plan, the lines and our lives can wander meaninglessly. You can draw a similar conclusion and stress the importance of *planning* for good health.

   Now, go on to Activity 1.

Activity 1: Planning to Prevent Disease

1. Ask the participants to listen carefully to the story of Lena, a child in a village like theirs. (The story is printed in the sidebar.)
2. Ask the participants if any of them know how worms get into our bodies. Ask them if any of them can tell from the story how Lena was "catching" the worms.
3. Next, explain that worms or their eggs are often transmitted through feces. For this reason, the following "Seven Ways of Preventing Worm Diseases" are important. These were taken from a poster in Sri Lanka):

   Show the poster and explain each symbol.

   1. Wash fruits and vegetables before eating them raw.
   2. Wash hands before eating and after using the toilet.
   3. Wear slippers or shoes.
   4. Don't put fingers into your nose and mouth.
   5. Avoid mud and soil where worms might be found.
   6. Be examined by a doctor from time to time.
   7. Use a latrine, not the garden or field.

4. Next, ask the group members to recall the story about Lena. Given this new information about preventing worm diseases, what suggestions do they have for Lena and her family? What precautions could they take?

5. Ask the participants to think about this activity when they go home. Ask them to look at their own home environment. Are there changes that they should make to prevent worm diseases? Just tell them to think about it and try to make the needed changes.

Activity 2: Planning to Prevent Accidents

1. Explain that this is the second part of the preventive health activities. We will be looking at the home environment to see how we can make our homes safer for our children.
2. Ask the large group to divide into smaller groups of four or five persons to discuss accidents in the home and how they can be prevented. Ask each group to spend about 10 minutes discussing these accidents and what precautions should be taken in the future to prevent such accidents. Allow 15-20 minutes for small group discussion and planning the skit.
3. Ask each group to present its skit or drama.
4. Begin a discussion using the following questions as starters:
   - What were the hazards that led to accidents described in the skits?
   - How could they have been prevented?
   - Has anyone here had one of these accidents happen in or around your home?
   - Why is it especially important to keep our homes "accident safe" when there are very small children around?
5. Suggest that today, when the participants return to their homes, they take a critical look to see if they spot any of the hazards we've discussed.

Activity 3: Planning to Have Healthy Bodies

Note: For this part, you could use one of the nutrition activities from the "nutrition" or "home gardening" activities.

Also, as a way to emphasize the importance of physical exercise... for FUN(!), you could ask each participant to think of some physical activity that each family member does for exercise and relaxation. For example, playing ball, riding a bicycle, going for an evening stroll, dancing, swimming, etc.

If some of the participants can't think of a regular activity for each family member, perhaps you as a group could help each other to come up with some ideas.

Preventive health care + proper diet + exercise + rest = Healthy People

Preventive Health : Basic Information

"Prevention is better than cure." But 70% of the patients who come to rural clinics in Sri Lanka suffer from preventable diseases. Is the percentage similar in your locale?

Simple changes in a person's or family's attitudes and habits can have a very positive effect on health. By following the guidelines below, it's possible to avoid minor illnesses like colds as well as more serious illnesses like cholera or dysentery.

1. **Personal Hygiene**	2. **Environmental Sanitation**	3. **Nutrition**	5. **Recreation**
Bathe daily Wash and comb hair often Cut nails and wash them Wash hands before preparing meals, eating meals and after going to the latrine Brush teeth after each meal and before going to bed Wash bedsheets and clothing frequently	Provide ventilation for your house Properly dispose of waste matter Use a latrine Drink boiled cooled water Keep your compound clean and prevent breeding of mosquitoes and pests	Eat a well-balanced diet Prepare meals properly — wash fruits and vegetables well Keep insects and pests away from food Drink alcohol only in moderation Stop smoking	Get adequate exercise for your age
		4. **Rest and Sleep**	6. **Communicable Disease**
		Get adequate rest for your age and nature of work	Get necessary immunizations for yourself and your children Avoid close contact with other people when you are ill See a nurse or doctor if symptoms persist

Environmental Sanitation: Improving Our Village

Purpose: This activity could be used to help the participants identify sanitation and environmental problems in their own villages or communities. Once these problems have been identified, the participants can begin to plan the steps necessary to reduce them.

Materials: 3 sets of Sanitation/Environmental Pollution cards (one set included in the handbook pocket), chalkboard and chalk or paper and pens.

Time: 1-1½ hours

Process:

1. Begin by explaining to the group that many health problems are caused because of poor sanitation habits in the village. Explain that changing our habits can greatly improve our health and often costs nothing or little.
2. Next ask the group to divide into three smaller groups (5-6 persons per group). Give each group a set of Sanitation/Environmental Pollution cards. Explain to the three groups that they should look at all of the cards and discuss what they see with each other, within their group. Then, they should write down the good and bad habits they see represented by the pictures.
3. Ask them to put the cards in some order that can "tell a story." Be sure to state that there is no right or wrong order. Ask them to be prepared to tell their story with their cards to the larger group. Allow 20 minutes for the small group activity.
4. After 20 minutes, ask the smaller groups to join the larger group. Ask someone from each group to tell their story. Then the questions on the side could be discussed.
5. You might close the session by asking the women to think about today's session, the problems discussed and the possible solutions. You could plan to tackle the most pressing sanitation problem. An appropriate official or resource person could be invited to attend the next session if you and the participants feel it is necessary. But remember to meet with the officials or resource persons before the next meeting to share with them the results of today's session and what would be expected of them for the next session.

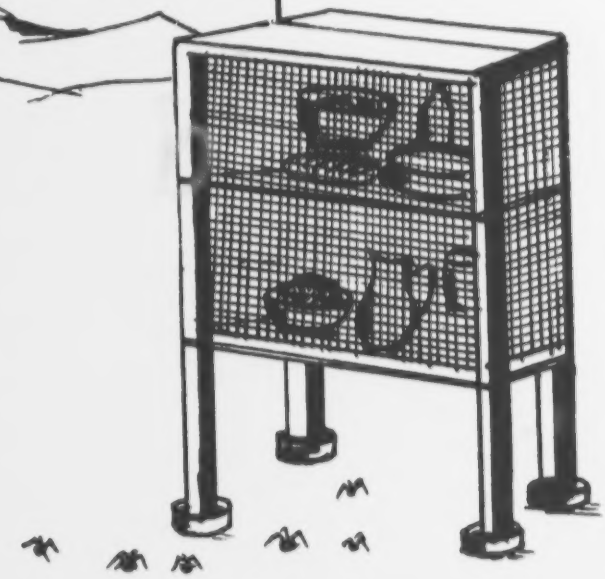
Discussion Questions

- Were the stories similar?
- What were some of the problems or poor habits exhibited by the villagers in the picture? Ask someone to make a master list of habits stated.
- What were changes that the villagers made? (List them.)
- What do you think caused them to make these changes?
- Were the changes appropriate? Realistic?
- Do you have any of these problems in your village or community?
- What other problems related to sanitation and pollution do you have in your village? (List them.)
- Which of these problems are most important, or deserve the most immediate attention? Each group member could come forward and mark the one he/she thinks is most important.
- What steps could we begin to take together to reduce this village problem and thereby improve our health and lives? (List them.)

Environmental Sanitation: Basic Information

Environmental sanitation is an important factor in rural health. Often, villagers are not aware of the importance of drinking clean water, using toilets, and disposing of waste matter in the proper manner. Here are some easy things to do to promote good health:

Water Supply	Excreta Disposal	Waste Disposal	Food Storage and Preparation
Drink only clean water so that dirt and germs do not get inside your body. Clean water can be taken from a protected spring or well. Boil water that may be unclean before you drink it.	Feces carry disease. Therefore, people should defecate only in places where no people, animals, or flies come in contact with feces. Bury excreta away from houses and sources of water or build latrines.	Waste should not be thrown just anywhere; it may carry disease! Dispose of waste in places where people, animals, or flies cannot touch it. For example, bury or burn garbage and start compost piles.	Food should not be allowed to spoil and should be washed before eating. Wash your hands well before cooking and eating. Cook food thoroughly but do not overcook. Clean pots and pans after you cook your food.



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Mushroom Cultivation: What Do We Need To Know?

Purpose: To help the participants to identify their training and information needs related to growing mushrooms as an income-generating activity. This activity can be used for any income-generating topic when the purpose of the activity is to identify information or training needs. This type of activity should be used AFTER the participants have decided that they wish to learn more about growing mushrooms as an income-generating activity and BEFORE you have had a session with an outside resource person.

Materials: 2 cloth or paper puppets, a piece(s) of paper and pen or pencil

Time: Approximately 1 hour

Process:

1. Before starting the session, ask for two volunteers from among the participants to take part in the following puppet dialogue. Explain their "roles" to them and answer any questions they may have.
2. Introduce the activity to the others by telling them that they will have a chance to share their questions regarding mushroom growing as an income-generating activity. But first, ask them to listen to a short puppet play related to the topic. The puppet playlet can be short. It introduces the idea of the participants taking responsibility for identifying their training and information needs.
3. The two "puppets" can begin their dialogue. (See dialogue in the sidebar.)
4. After the puppet dialogue, ask the participants to divide into small groups, four to five per group, to identify and list questions they have and problems they anticipate related to mushroom growing. They can repeat problems identified in the puppet show if they want, but should try to add to the list too. Allow 10 minutes for this small group work.
5. Ask the small groups to form a larger group. Ask a representative from each small group to share problems and questions from their group. Discuss each problem or question. If someone in the group, through their own knowledge or experience can help to solve the problem... VERY GOOD! Then, use the remaining questions and problems as the basis for the resource person's future presentation. Feel free to add any questions that you think are important too.
6. The next step will be to involve the resource person. Before the session, you should meet with the resource person if possible and explain the purpose of the meeting or training. Also share with her/him the results of the previous session where the villagers identified problems and questions they have related to mushroom growing. In this way, the resource person can better prepare a meaningful session for the participants.

Puppet Dialogue

Anulla and Sita have just returned from a visit with a friend who has just started growing mushrooms to earn extra income. Anulla is very interested in starting her own project, with some help from the Development Officer. Sita is more skeptical. She has many questions about the cultivation, production costs and marketability of mushrooms. Sita floods Anulla with questions, many of which Anulla cannot answer and together they decide what they need to find out about mushroom growing in their community.

Mushroom Cultivation: Basic Information

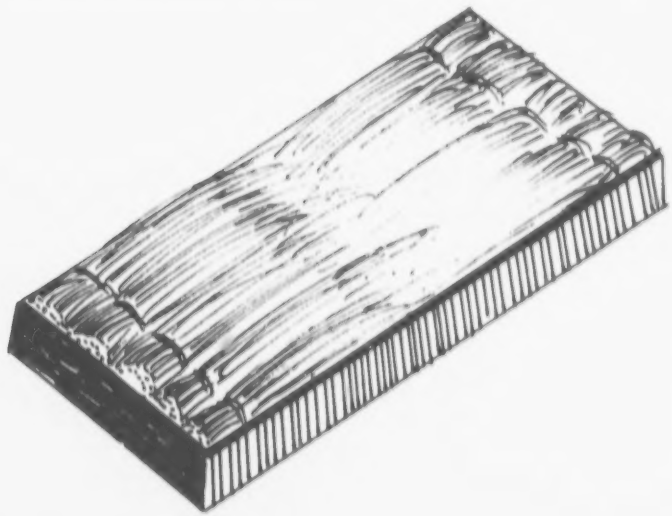
In Sri Lanka, the straw mushroom (Volvaria Esculenta) is grown by spawns on beds of paddy straw. It is a good source of income and requires little labor or capital. Spawns come in bottles or polyethylene packets. These often can be purchased from agriculture departments.

Planting

Mushrooms can be grown in warm areas. Lots of fresh straw is needed for cultivation.

Tie 90 12 cm (3-4 ft) long pieces of straw into bundles 15-20 cm (6-8 in) thick with the ends all arranged in the same direction. Thirty-two bundles are needed. Soak the bundles in clear water for 24 hours. Then, arrange the bundles in layers in a shed that is protected from bright sunlight, rain, and strong winds.

Arrange the layers of straw as follows. Lay four bundles side by side with the butt ends all in a line. Lay another four bundles so that they each touch the end of one of the other bundles.



Water and compact the eight bundles thoroughly. Now, it is time to sow the spawn. Break open the bottle or package, take out the spawn, and divide it into pieces about 2-3 cm (1-1½ in) thick. Place these pieces on the straw around the periphery of the bundles, about 10-12 cm (4-5 in) from the edge and 10 cm (4 in) apart.

Add another layer of eight bundles and repeat the process of sowing the spawn. Add a third layer and repeat the process once more, this time sowing spawn over the entire surface about 10 cm (4 in) apart. Place a final layer of bundles over the third layer. Do not put spawn on this top layer. Water, press down, cover with plastic and a weight of 4.5-7 kg (10-15 lbs). Water at least once a day until harvest.

Fertilizing

1. 100 parts soaked dry paddy 1 part urea	Mix paddy and urea. Mix again after 3, 6, and 9 days. On the 9th day also add 2 parts sugar, 2 parts rice bran, 5% magnesium sulphate. Mix well. Leave this for another 3 days before using.
or	
2. 45 kg (100 lbs) dry cow or chicken dung 23 kg (50 lbs) sawdust .5 kg (1 lb.) ammonium sulphate	Keep mixture for 12 days mixing once every three days. On the 12th day, mix in some capok waste or dry plantain leaves. Store for three days before using, mixing daily.

Apply one of these mixtures, or a fertilizer appropriate in your area daily. Sprinkle moderately on the bundles.

Harvesting

Mushrooms will begin to appear 2-3 weeks after sowing the spawn. They will appear on both the sides of the straw bed and on the surface. At first, they will look like little gray buttons about 1 cm (½ in) in diameter. In time, they will develop raised grayish white umbrella-like structures on white stalks. Pick these before the umbrella completely opens. To pick, twist them off at the base of the stalk or clip them with scissors. Take care not to damage other developing buttons.

Mushrooms can be picked for a period of 2-3 weeks, and about .6 g (1½ lbs) can be picked in a single day.

Preservation

Drying

Solar: Open mushrooms and dry in the sun for a few hours.

Oven: At low heat, dry for 2-3 hours. While still hot, pack mushrooms in plastic and seal. When drying, the weight is reduced to one seventh.

It's generally more profitable to sell fresh mushrooms!

Refrigeration

Pack in plastic and refrigerate for a few days.

Canning

Sterilize a jar or tin. Steam the mushrooms in water that has 10% salt. Add a pinch of Vitamin C powder (if available) to the mushrooms. Pack and seal. Or, add a 40% vinegar solution and pack the steamed mushrooms.

Recipes from Sri Lanka

Mushroom Sambol

Clean and cut the mushroom into small pieces. Grind together a few small red onions, a few chillies, pepper and salt. Add the mushrooms to this and grind. Add some coconut to this mixture if you like. Boil some coconut oil. Add the sambol to this and saute. Add lime juice or vinegar to taste.

Devilled Mushrooms

Clean and cut the mushrooms into 1 cm (.5 in) pieces. Add curry leaves, sliced red onions, a little black pepper and salt. Heat some margarine or coconut oil and add the mixture to this. Cook for 15 minutes.
—from Sri Lankan resource persons

Discussion Questions

- Is dehydration a problem in your village or community?
- Do you know people who think it's wrong to give liquids to someone who has diarrhea?
- Why is this custom or belief not correct? Not healthy?
- What can we do to let people know the importance of rehydration and the sugar/salt solution?

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Child/Maternal Health: How Sugar, Salt, and Water Can Save Lives

Many children die in Sri Lanka and other countries because they become dehydrated during a bout of diarrhea.

There is a *dangerous* folk belief in Sri Lanka that one *should not* give water to someone who has diarrhea. *This is wrong.* Why? Because diarrhea takes much needed fluid from the body and the fluid must be replaced.

Purpose: To explain the importance of fluids during illness and to help the participants learn to use the sugar/salt solution to prevent dehydration.

Materials: Sugar or jaggery (palm sugar), salt, boiled water, tea (optional), glass, spoon, set of "sugar salt solution picture cards" (in handbook pocket)

Time: 1-1½ hours

Process:

1. Begin by asking the participants to listen and watch while you tell the story of Soma and her baby. Read the backs of the picture cards and show the participants the cards.
2. Begin discussion using the questions on the side.
3. Next, set up the sugar/salt materials and ask the participants to practice making the solution. You can informally repeat the instructions as they are making the solution. The more times they hear it repeated, the better prepared they'll be when they need to make it at home.
4. If the women are interested, they can prepare individual packets by measuring out the correct proportions and sealing the ingredients in small plastic packets 5 cm x 5 cm (2" x 2") over a candle. Then when the need arises, they will already have packets of pre-measured sugar/salt on hand. These packets should be protected against contamination and kept in a cool dark place.

—adapted from materials from Save the Children, Westport, Ct. U.S.A.

Child/Maternal Health: Basic Information

A Healthy Community Has Healthy Children

The health of a child requires the care and attention of parents or guardians right from the day of conception. Even the age and health of the pregnant woman can affect a child's health. For example, a very young mother is more likely to give birth to a pre-mature child and an elderly mother is more likely to produce a handicapped or retarded child.

Immunizations Save Lives

Immunizations—shots and vaccinations— prevent children from catching communicable diseases as they grow older. Find out the recommended immunizations for children in your area and the schedule of when each should be given. Childhood immunizations usually include: B.C.C. (for tuberculosis); Poliomyelitis; D.P.T. (diptheria, whooping cough, tetanus); smallpox; and measles.

Care of the Unborn Baby (Fetus)

If a woman misses a second period, she should see a doctor to determine if she is pregnant. The health of the pregnant woman is very important for the health of the baby. She should protect herself from disease especially during the first three months of the pregnancy when the baby's organs are developing. She should also avoid taking drugs, if possible.

Pregnant women and women who are breast-feeding need extra food for the fetus to grow properly and so the mother can produce plenty of good milk without becoming weak and malnourished herself. Her diet should be high in proteins to avoid mental deficiencies in the child. Calcium and phosphorous are essential, too, for the growth of the baby's bones and teeth. The mother also needs to eat fresh green leafy vegetables and fruits to get adequate amounts of iron and vitamins. Sufficient iron is particularly important to help both the mother and baby develop red blood cells. (See the information sheet on nutrition to find out what foods have these nutrients.)

The Importance of Breast Milk

Breast milk is the best food for a newborn baby. Here are some reasons why:

- Breast milk contains all the nutrients needed for the baby.
- Breast milk is always ready whenever the baby is hungry.
- It is safe because it is made and kept inside the breast.
- The harmful bacteria which can get into a drinking water and dirty feeding bottles never get into a mother's breast milk.
- Breast milk has antibodies which help the baby to fight disease.
- Breast milk never goes sour or bad, even when a mother is pregnant.
- It is always the right temperature for the baby.
- It does not cost anything and it does not give the mother extra work.
- Breast-feeding makes mother and child happy.

—excerpted from the *Liklik Buk: A Rural Development Handbook Catalogue*, Papua, New Guinea, 1977

To insure a good milk supply, mothers should eat a well-balanced diet.

In the absence of breast milk, powdered baby's milk or sometimes cow's milk should be given to the baby. Consult a nurse or doctor for the healthiest kind of milk and the amount to feed the child.

Also, with a nurse's help, develop a plan for gradually introducing solid food during the child's first year.

Watch for Malnutrition

A child between 1-5 years old with an upper arm circumference less than 14 cm (5.5 in) is malnourished. Determine ways to improve the child's diet by including a balance of milk products, fruits and vegetables, grains, and meat or fish.

Ways to Prevent Children's Accidents

1. Open cooking fires should be made on raised mounds of clay, not directly on the ground.
2. See that the handles of pans are turned so that they will not easily be knocked over and cause burns.
3. Be careful about leaving crawling babies alone, especially when using cooking fires or lighted kerosene oil lamps.
4. Make sure children play in safe places. Warn children about places where snakes, bees, and other dangers lurk.
5. Warn children about climbing dead trees, throwing stones, swimming in flowing rivers, and falling into unprotected wells.
6. Stop children from running when chewing on sticks and from playing with broken glass and machinery.
7. Teach children road safety rules.

Idea List

- What materials are needed to produce bees' honey?
- Are the materials available?
- At what cost?
- Who will buy the product?
- How much can be bought in our village/community?
- How often can the honey be bought?
- Is the market for honey stable or fluctuating (seasonal)?
- Where are the potential buyers located?
- Is transportation necessary?
- How long can honey stay fresh?
- What would the transportation costs be, if needed?
- Is honey currently being purchased?
- If so, from where?
- If people are now purchasing honey from other sources, can they guarantee how much they could purchase from your project?
- What safeguards could be imposed to keep the honey pure?
- Are there markets in the cities, or outside our area?
- How can we cooperate in the production, transportation and marketing of bees' honey?

Beekeeping: But Is There a Market?

Raising bees for honey production requires learning some specialized information and obtaining some specialized materials. Before investing time and money in such an effort, it's important to first determine whether or not there is a steady market for bees' honey.

The following exercise could be used with any income-generating activity from goats to flowers, to determine whether or not you are making a wise investment of time and money. No income-generating activity should be undertaken without first determining the marketability of the goods or services.

Purpose: To determine the marketability of bees' honey in a given area. This activity should be conducted before inviting the resource person to a training session.

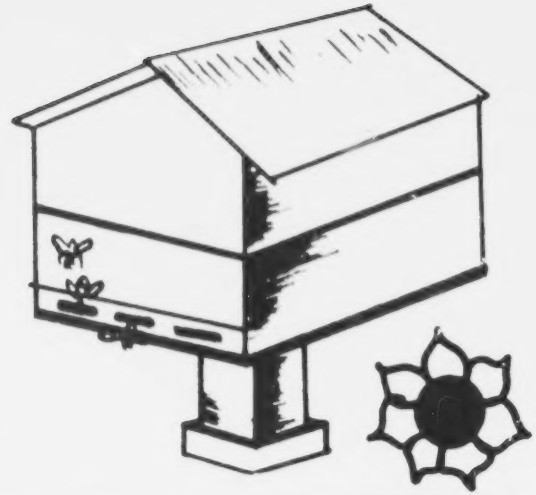
Materials: Newsprint and markers, small pieces of paper, and pens or pencils.

Time: 1 hour for the activity; several days for the fieldwork.

Process:

1. Begin the activity by asking the participants if any of them know of anyone who tried to raise or produce a product, but then had problems selling it. If none has, you could describe an instance, from your experience, in which the market, transportation, or poor management caused the failure of a venture.
2. Explain to the participants that today the group will try to determine a market for honey before pursuing beekeeping as an income-generating idea.
3. Ask the participants to begin brainstorming questions they will need to answer regarding a market for honey. Ask a volunteer to record the responses on newsprint. Remember, with brainstorming, no judgments or criticism of ideas is allowed until all ideas are written down!
4. When all of the participants' ideas have been recorded, add the ideas in the sidebar to the list, if they are not already there.
5. Now that we know what information we need, let's do some field work and see what we can discover! Ask the women to divide into groups of threes to do their field market survey. Each group of three should copy down the master list of questions (combination of the participants' initial ideas and any additions from the questions listed in the sidebar.) Remind participants that it is very important to determine how well our honey will sell *and to determine the reliability of the information that says it will.*
6. Ask the participants to go back to their communities and begin their market surveys. When the group meets again in a few days or next week, they should bring with them responses to the questions. It's also important that the participants record the sources of the information they collect.

7. If producing bees' honey seems feasible for even a few participants, you might want to invite a resource person to attend the third session to discuss the technical side of honey production with them. If they remain interested after the meeting with the resource person, you can begin to plan a honey production training program.



Ten Tips on Beekeeping

1. Beekeeping not only provides delicious fresh honey and useful wax. It also helps improve harvests. Bees aid in pollination, which increases yields of fruits and vegetables.
2. A colony of bees is made up of one queen who is the mother of the colony; drones (males) who fertilize the queen's eggs; and workers who gather nectar and pollen to make honey and clean and protect the hive. Colonies can be started with stock raised by a supplier or from wild colonies. Beware that it is bad to indiscriminately transport honey bees and queens from one major region to another. Local bees are best adapted to local conditions, and disease and pests have been introduced by the importation of foreign bees. It is particularly important to get a high quality queen to maintain a strong colony.
3. The initial costs for beekeeping include purchase or construction of hives; purchase of bees; and purchase of protective clothes. These costs may seem high but they are made up quickly when the honey is produced and sold. A colony will begin production in 6-12 months.
4. In Sri Lanka, hives are specially constructed out of wood. At the bottom of these Sri Lankan hives is the floor or landing pad where bees alight. This must be kept clean and all dead bees must be removed. Above this is the brood box, where eggs are laid by the queen bee. Honey is stored in the upper level. Remember, hives are constructed differently in different regions of the world, depending on local customs and available resources.
5. Bees must be protected from pests and predators. Small lizards eat bees, and some insects eat honey. The most dangerous pest is the wax moth which lays its eggs in the honey comb; after hatching, the larva destroy the comb cells. Also, wasps may prey on bees at the entrance to the hive.
6. Exotic flowers are not needed to attract bees. Common wildflowers are a good source of nectar and pollen. In Sri Lanka, these are some of the flowers rich in nectar: mango, olive, wood rose, and wild mimosa. The color and taste of the honey varies according to the flowers that are tapped by the bees.
7. After a year, the comb will be full of honey, and the honey can be removed with an extractor. If the comb is undamaged, it can be returned to the hive to be filled with honey again. The yield from one beehive averages about 50kg (110 lbs) a year.
8. Good management is critical to successful beekeeping. Visit hives and work with them before investing in your own. Some people have more of a temperament for beekeeping than do others.
9. Honey can be used as a sweetener, instead of sugar, in many dishes. It is also an ingredient in some home remedies. For instance, honey and lemon or lime juice is good for a sore throat. And children may take pills more easily with a spoonful of honey.
10. Beekeeping is carried out in different ways throughout the world due to varying local conditions and customs. Consult a local resource person to find out how beekeeping is practiced in your area.

Ideas for Future Sessions

Look at the economics of milking the cows, drinking the milk, making curd and then selling the excess milk and curd. Compare this to buying other protein foods (meat, fish, eggs, lentils).

- Have the resource person meet with the group to see how they could upgrade their existing stock.
- See if the group is interested in organizing a milk collection center to collect and deliver milk to a central milk processing plant. Then help them organize it.

Cattle Raising: The Gift of Milk!

According to the DOs, many villagers in Sri Lanka have cows, but they don't milk them. The cows graze in the jungle all day and never get used to being milked. This may also be true in other countries.

The DOs were surprised when they learned how important milk is to a healthy diet and how the villagers are wasting this resource. The following activity would be especially effective if your training participants have cows but don't milk them.

Purpose: To help the participants better appreciate the value of milk and therefore the importance of raising cattle for milk production.

Materials: Food flannelboard figures (used in the nutrition activity) and flannelboard; some stones or pebbles (approximately 5 per participant); leaves or pieces of grass (15 per participant)

Time: 1 hour

Process:

1. Explain that today we will be examining some of the advantage of cattle rearing, especially the production and use of milk.
2. Begin the session by quickly reviewing the three types of food we need everyday for healthy bodies (see the activities for nutrition and home gardening):
   Food for ENERGY (rice, bread, grains, yams, etc.)
   Food for CONSTRUCTION (fish, meat, eggs, milk, etc.)
   Food for PROTECTION (fruits and vegetables)

   ***Ask the participants to cluster the three types of foods on the flannelboard. Assist them if they have difficulties.**
3. Ask them from which foods their family gets the most protein (food for construction) and point out the importance of milk.
4. The next part of the activity will help the participants to look at how much milk they currently get from their cows and how much they could be getting. Give each participant some pebbles and some leaves. Ask the participants to lay in front of them one stone for every cow they have. Next, ask them to think about how many litres of milk they get everyday and put down one leaf for each litre.
5. Now, ask if there are any people with stones laid out but no leaves. If so, talk with them about why they don't milk their cows.
6. Once you have a list of reasons, you could meet with a resource person to see if he/she could help the participants to overcome these problems.

—designed by a group of Development Officers

Raising Dairy Cattle: Basic Information

Breeds Available

Different breeds of cattle are appropriate for different climatic zones, according to altitude and precipitation. The following breeds are raised in Sri Lanka. Find out the appropriate breeds for conditions in your area.

	Wetland (more than 190 cm (75") of rain/year)	Dryland (less than 190 cm (75") of rain/year)
Upland (more than 1,350 m (4,500 ft))		Ayeshire, Jersey, Fresian, Shorthorn (European breeds)
Midland (450-1,350 m (1,500-4,500 ft))	Sindhi, Sahiwal, Hariana (Indian breeds)	
Lowland (below 450 m (1,500 ft))	Local breeds or cross breeds	

—from local Sri Lankan resource persons

Housing

Housing is not needed for cattle, but there must be shade. Also, milking sheds are required.

Feeding

Dairy cows have the most complex feeding requirements of all domestic animals. Grazing in native grasses is not good enough. Improved pastures and supplementary feeding are needed.

Breeding

The gestation period is 280-290 days. Cows normally come into heat every 18-21 days. Watch for these signs: bellowing, mounting other cows, colorless discharge from vulva, and/or a swollen vulva. Though heifers reach puberty at ten months, they should not be mated until about 2 or 2½ years, when they have reached 65% of their weight at maturity. One bull is needed for every 20 to 30 cows. Birth takes 3 hours from the onset of hard labor, and one hour from the appearance of the feet of the calf. If the calf is not born in this time, help is needed.

Caring for Calves

Treat the navel of a new-born calf with special ointment until well-healed. Calves can begin nursing soon after birth. The milk produced during the first three days is particularly rich in nutrients and contains antibodies that help protect calves from disease. After two weeks, gradually introduce some meal and grass.

By two months, a calf can be given 1 kg (2 lbs) of meal, more grains, and less milk. Also, a mineral mixture should supplement the calf's diet. This diet should be continued for 3-4 months. Then, calves can eat an adult diet.

Milking

Milk the cow twice a day, at one of the following intervals: 12-12 hours; 11-13 hours; or 10-14 hours. Cleanliness is very important. Make sure the udder, your hands, and utensils are thoroughly washed and dried before milking. This avoids spreading disease through the milk.

Cows need to be well fed in order to produce a good yield of milk. Cows that eat only grass may produce about six bottles of milk a day. Cows that eat other grains as well can produce considerably more.

Common Diseases

H.S. (Haemaglobic Septicemia):
Symptoms include swelling in the neck region, high temperature, and excessive saliva. Death can occur in 24 hours. Cattle need to be vaccinated against H.S. twice a year.

Hoof and Mouth Disease
Symptoms include appearance of blisters filled with pus in and around the mouth, the coronet, and eventually the udder. Milk production decreases. Animals should be vaccinated once a year.

Special Note: Throughout the tropical world, dairy cattle raising is a particularly difficult animal technology. It is not advised for beginners, partly because of the high cost of building safe milking sheds.

— sections excerpted from *The Liklik Buk: A Rural Development Handbook Catalogue*, Papua New Guinea, 1977.

Home Remedies: Healing With What We Have

During the training, the DOs were eager to gain information about home remedies. They were also very concerned about villagers having accurate information about home remedies, since they are very common treatments for a variety of ailments in Sri Lanka.

Purpose: To identify home remedies in use in the village. To obtain accurate information on the safety and effectiveness of such treatment.

Materials: None for Part 1; newsprint and pens or chalkboard and chalk for Part 2.

Time: Part 1: ½ hour; Part 2: 1½ hours.

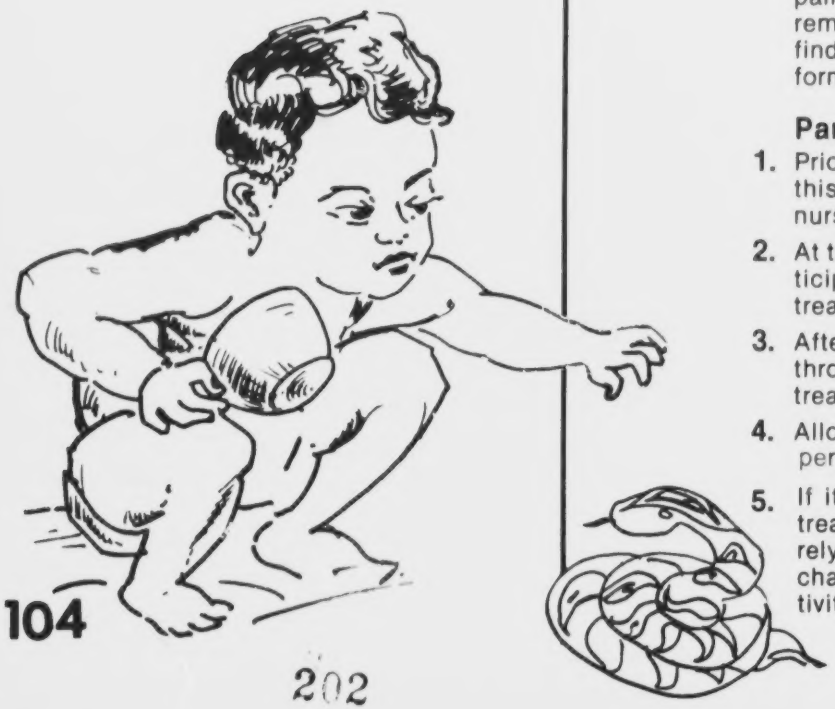
Process:

Part I

1. Explain to the participants that during this session and the next one, they will have the chance to learn more about home remedies they use to treat many ailments.
2. Next, explain that it would be helpful if the participants could do some "research" or information gathering. Ask them, either individually or in pairs, to return to their homes or neighborhoods to find out what home remedies are used. Ask each participant to talk with at least five people to find out what specific home remedies they use. Ask them to bring this information to the next meeting.

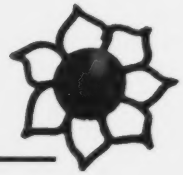
Part II

1. Prior to the second meeting, ask one or more resource persons to attend this session. You could ask someone from the Ministry of Health, or a nurse, or perhaps a native doctor.
2. At the second session, begin by going around the room and asking the participants to describe their findings. Record the ailments and the treatments on posted newsprint or on the chalkboard.
3. After they have listed all of the remedies, ask the resource persons to go through the list and comment on the remedies, pointing out which treatments may be helpful, harmful, or neutral and why.
4. Allow ample time at the end for participants to question the resource persons.
5. If it is discovered that some of the villagers are actually using harmful treatments *or* are delaying getting needed medical treatment because they rely on home remedies, ask the participants how they can and should change their practices based on what they have learned in this training activity. This question may bring to the surface some value conflicts with



traditionally accepted home treatments. If the women are interested and willing, perhaps they and the resource persons can begin to identify ways to sensitively inform fellow villagers of potentially harmful practices.

— designed by a Development Officer.

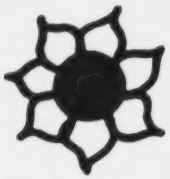


Home Remedies : Basic Information

Disease	Symptoms	Treatment and Care	When to See a Doctor
Influenza	Cough, fever, running nose	Aspirin and coriander tea (from dried seeds). Eat well. Rest well. Do not cough on other people. Spit into something that can be washed or destroyed.	If fever continues for more than a week or if coughing persists for a long period.
Tetanus	Stiff neck, high fever, convulsions		See doctor immediately.
Diarrhea	Belly pains; frequent passing and loose stools, dehydration	Rehydration drink: 1 pint boiled cooled water, 3 finger pinch of salt, 4 finger scoop of sugar. Give plenty of other liquids and clean food. (See Child/Maternal Health activity for full details.)	If dehydrated or diarrhea continues for more than 3 days.
Skin diseases	Fever, itching	Wash skin with soap and water, apply gentian violet, iodine or benzyl benzoate. Do not touch the diseased skin of another person.	If it lasts for more than 4 days or fever occurs.
Eye diseases	Pus runs from eye, red eyes, eyelids stick together, discharge	Wash your hands well before attending to the patient. Clean eyelids with damp cloth. Rinse eyes with clean water *only*.	If there is pain; continuous running of eyes; can no longer see, or if foreign object is in the eye.
Headaches	May have fever.	Aspirin, Panadol or Tylenol, hot coriander tea	If it is severe or continuous or occurs with stiff neck or swollen legs.
Worms	Pain in the belly, vomiting or worms, itching around anus.	Cook meals well before eating. Drink clean water. Use and clean latrines. Wash fruits before eating. Wash hands well before eating. Take worm tablets.	If symptoms persist.

—excerpted from *The Primary Health Worker,* World Health Organization, Geneva, Switzerland, 1980.

Home Remedies : Basic Information (continued)



Each locale has its own "home remedies" for minor illnesses. A drawback of home remedies is that they are often prepared under unhygienic conditions. And some home remedies can be downright dangerous. For instance, putting spit or urine in infected eyes is not only useless but is actually harmful.

Many home remedies, however, can be helpful. Here are some examples of useful remedies from Sri Lanka. Find out what some useful home remedies are in your country and list them below for handy reference. Remember, though: if any symptoms persist, see a nurse or doctor.

Examples of Home Remedies from Sri Lanka

Problem	Home Remedy
Headaches	Inhaling steam of boiled water containing lime leaves
Coughs or colds	Hot coriander tea (from dried seeds) with dried ginger
Toothache	Rub cinnamon oil or crushed cloves on tooth
Diarrhea	Roasted sweet cumin tea

Some Home Remedies from Your Own Country or Region

1.

2.

3.

4.

5.

Soybean Products: Good to Eat! Good to Sell!

Eating food made from soybeans is relatively new to Sri Lanka. Many villagers were introduced to soy foods through an infant cereal supplied by an international organization.

Slowly more and more people are beginning to value this legume as a profitable, highly nutritious agricultural product. The Development Officers could see some problems, though, in encouraging the villagers to grow, eat, and sell more soybean products:

- Learning how to grow the beans
- Learning tasty ways to cook the beans
- Preparing the beans in ways that don't take too much time
- Recognizing that it is a very valuable protein food, like meat, eggs, and fish (it could be especially important for vegetarians)
- Getting people to change old eating habits; persuading them to try something new.

The Development Officers felt the most convincing "argument" for soybean products and their production was to have villagers taste several delicious preparations.

Purpose: To introduce the participants to soybeans as an economical and tasty (when prepared properly) protein food. To introduce participants to the idea of growing soybeans as an income-generating project.

Materials: Hotplate or cooking fire; cooking pans, spoons, etc.; raw soybeans; soybeans prepared (by soaking or grinding, etc.) for recipes; small plates or napkins for tasting; all ingredients for recipes to be demonstrated. (Recipes can be found on the information sheet); chalkboard and chalk, or newsprint and markers.

Time: 2-3 hours

Note: For this cooking demonstration session, you can either invite a resource person ahead of time to take charge of the cooking, or you can select recipes from those attached and do the cooking demonstration yourself. You can also ask for some volunteers from the group to help you.
If you do use a resource person, encourage the resource person to allow the participants to have "hands on" experience. The resource person should allow the participants to actually help prepare the food, not just watch.

Process: **1.** Make sure all preparations for the cooking demonstration are in order. Introduce this session by briefly explaining that soybeans are a very good, economical source of protein (like eggs, meat and fish). Soybeans can also be easy to grow and can provide a welcome addition to the family income when they're sold in the market.

Ideas for Future Sessions

- Once you have convinced the participants (through eating!) that soybeans would be a tasty addition to their families' diets, you may want to help them see the nutritional and economic value of soybeans.
- Another session could focus on the actual growing, harvesting, storage and marketing of soybeans.
- If the participants become quite interested in soybeans, they could have a "soybeans fair" to try to interest others in buying or growing the crop. They could bring cooked and uncooked soybean products to sell.

2. Next, to determine the participants' information needs and interests in soybeans, ask the large group to discuss the following questions and have someone note the responses on the chalkboard.
    - What are soybeans?
    - Why should we eat soybean products? What are the advantages?
    - Are they available in our market? If the participants don't know, see if they can find out by next week.
    - What questions do we have about soybeans? Ask this question both before and after the cooking demonstration. It's a good way to determine questions on which to base future sessions.
3. Now you, the resource person or other participants, can briefly respond to questions that were unclear in step two. Be sure to see if other participants can help with the answers before you explain. Often one or two people have had significant experience and this expertise should be recognized.
4. Once the participants are fairly clear on what soybean products are and why they are a good food, you or the resource person can begin the demonstration. These recipes have been developed to appeal to Sri Lankans and to fit with their normal diets and tastes. You should contact organizations and government offices in your country to see if locally developed soybean recipes are available.
   As you are preparing and cooking the food, be sure to explain each step of the process. Some of the preparation, of course, should be done beforehand, like soaking the beans overnight.
5. Be sure to involve the participants as much as possible in the actual preparation of the food. Let them actually do some of the preparation and cooking! Don't limit them to merely watching.
6. Finally, after the cooking is completed, make sure that each participant gets a taste of the good food. This is usually the most convincing moment.
7. Encourage the participants to write down one or more of the recipes that were demonstrated. Ask each participant to try at least one recipe at home this week, then let the others know at the next meeting how successful they were!
8. Ask the participants what questions they now have related to soybean production and preparation. Plan future sessions around these questions.

Soybeans: Basic Information

Soybeans

Soybeans (also called soya or soyabeans) are an especially high protein food. This means they contain the important nutrients — especially amino acids — found in meat and dairy products.

Soybeans are usually fairly low in cost, and many delicious dishes can be made with them.

Remember: Always prepare soybeans in hot water. Cold water will change the taste, because it reacts with an enzyme.

You'll find a few tasty soybean recipes here. Try them out! Also, find a resource person who knows how to make soybean dishes that suit the tastes of your country or region.

If soybeans are not grown in your area, check with resource persons to see what other kinds of low-cost, high-protein dishes can be made.

Preparation of Soybeans

Wash the beans well and place in a bowl of water. The beans expand up to three times their bulk on soaking so make sure the bowl is large enough. Soak the seeds overnight, then throw away the soak water, and remove the hulls or husks.

Remember, before you eat the beans, they still must be cooked for at least two hours. Raw soybeans contain an enzyme called "trypsin" that interferes with the digestion of protein.

How to Prepare Soybean Flour

1 cup of soybeans (hulled)
3 cups boiling water
Mix these and boil the seeds for 1-2 hours. Drain off the water and dry the seeds well in the sun for 3 days. The dried seeds can be stored as seeds or can be ground for flour. Soybean flour can be combined with other kinds of flour when making bread, thickening stews, etc.

Fried Soybeans

1 cup soybeans (hulled)
3 cups boiling water
Salt
Chili powder to taste
Oil for frying.

1. Boil water and drop hulled soybeans into the boiling water.
2. Boil for 1-2 hours.
3. Drain off water and dry blanched beans slightly to get rid of excess water.
4. Fry handfuls of blanched beans in hot oil till the beans turn golden brown.
5. Sprinkle with salt and chili powder.
6. Mix well and serve.

Yield: 4 servings.

Soymilk (with broken beans)

1 cup soybeans (hulled)
5 cups boiling water

1. Boil 5 cups water
2. Drop broken soybeans into the boiling water.
3. Boil for 10 minutes (count time when boiling begins after adding soybeans).
4. Strain the water, measure, and add additional boiling water so the total equals five cups. Set aside for later use.
5. Grind the boiled beans to a very fine paste. Mix thoroughly with the water retained in step 4.
6. Strain the mixture with a finely woven thin cloth. Squeeze out as much liquid as possible.
7. The strained liquid is the soymilk and the material left on top of the straining cloth is the residue.
8. Use this soymilk in preparing any recipe calling for milk.
9. If the soymilk is needed for drinking, boil the strained soymilk for 20 minutes. Add sugar to taste, with a small pinch of salt.
10. The soy residue contains more than 30% protein. So use it in preparing bread-like recipes or in soups/stews.

Yield: 4 cups milk.

Soybean and Vegetable Soup or Stew

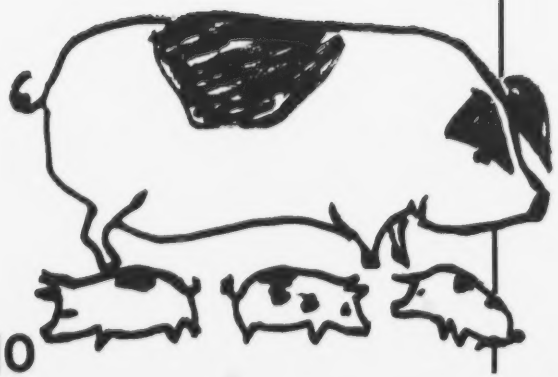
Basic recipe for Soup (makes about six servings)

1½ cups cooked soybeans
¼ cup of water
2 tablespoons of oil
2 onions, chopped
1 garlic clove, chopped
4 cups broth or water
Vegetables:
2 stalks of celery
1 green pepper
2 carrots
2 cups tomatoes
Or, use similar local vegetables
Salt and local spices to flavor as preferred

1. Mash ¾ cup of soybeans with ¼ cup of water.
2. Heat oil. Saute onions and garlic.
3. Add vegetables, except tomatoes. Cook about 5 or 10 minutes.
4. Add tomatoes, broth (or water), salt, spices, and mashed soybeans. Cover and simmer until vegetables done.
5. Add remaining whole soybeans, heat, and serve.

For Stew

1. Follow recipe above, with the following changes.
2. Add "heavier" vegetables, such as potatoes.
3. Use less broth or water, about 3 cups instead of 4.
4. Thicken after step #5 by adding: (1) more mashed soybeans, and/or (2) 2-3 tablespoons of flour, cornstarch, or arrowroot mixed with cold water.



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Pig Raising: A "Radio" Quiz

People in Sri Lanka enjoy listening to the radio, as do people in many other places. One of their favorite programs is a special radio quiz. The moderator on this program is a very funny man. He questions each guest in a very humorous manner until he/she misses a question. The amount of prize money they receive increases as they answer more questions correctly.

During the DO training program, a group of DOs adapted the format of this popular radio program to use as a base for a training activity. Read on to see what they came up with!

Purpose: To determine participants' questions and information needs related to raising pigs for food and profit.

Materials: A stick or piece of pipe to serve as a make-believe microphone; a "prize" or prizes (can be humorous and very inexpensive; for example, a piece of candy, a flower, a pencil, a plastic bracelet, etc.); a piece of paper; prepared questions; two chairs, table, and the "pretend" microphone arranged at the front of the room.

Time: 1-1½ hours

Note: Try to meet with a resource person before the "quiz" to determine what some good questions might be. Remember, you are trying to find out what the participants know and do not know about raising pigs. The resource person may help you to put together your quiz show questions. Then, in a following session, the resource person could meet with the group already prepared to address their most important information needs.

You also need to brief the moderator beforehand, unless you want to be the moderator. It's important to inject humor into this activity so that the participants don't feel that they are being "tested" or "in school."

If you choose a participant to be the moderator, meet ahead of time to go over the questions and process and to wish success to the new "broadcaster!"

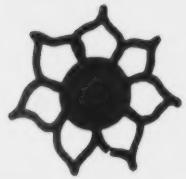
Process:

1. Explain to the group that they will be discovering what they know and need to know about raising pigs. Explain that the group will be participating in a "radio quiz" with Mr./Mrs._____as the moderator.
2. Begin the quiz show by introducing the moderator and asking him to explain the rules:
   - Each person will have a chance at the "big prize."
   - Each person will be asked questions. He/she will remain in the quiz as long as they don't miss a question.
   - When they miss one, they must drop out. (Be sure to give them the correct answers.)
   - Have a score keeper keep track of how many each person gets correct.

   VERY IMPORTANT: Remember to keep this game light and funny. No one should be made to feel embarrassed or inadequate because they missed a question!
3. Make sure the score keeper is ready. Also have a participant record questions that are missed so that these can be given to the resource person. The resource person can then expand on these areas.

4. The moderator can begin by calling the first "contestant to come forward." When the first contestant misses a question, call forward the next one, and so forth, until all have had a chance.
5. Once the program is over, winner declared, and prize given out, review the areas of information needs with the participants. Tell them that you have arranged for a resource person to meet with them at a future date to discuss pig raising in greater detail.

—designed by Development Officer



Pig-Raising: Basic Information

Breeds Available

Berkshire
Large white
Cross breeds
Native pigs

Housing

Pig houses vary in design. Find out how they are built in your area. Here are a few tips on building a pig house:

1. Provide good drainage so floor can be splashed everyday to remove manure.
2. A little sunshine, a little green grass each day, and plenty of clean drinking water should be available.
3. Posts and floors should be made of durable materials. The best floors are concrete with deep bedding such as straw (Bedding should be changed frequently).
4. One way to keep pigs out of gardens is to build the pighouse off the ground but make sure there is an easy way to get the pigs in and out!

Feeding

Some experiments with pigs have shown that: FEED can be 4 times as important as BREED and 39 times as important as HOUSING.

Feeding, then, is the most critical factor in pig production. Quality and quantity of protein is a particularly essential element.

Weight Range	Class	Protein Required
3-30 k	sucker	22%
30-60 k	weaner	18%
60-140 k	porker	16%
140-180 k	baconer	14%

Also, remember to add a little green grass each day in addition to other food and lots of clean drinking water.

Pigs are usually fed out of heavy feed and water troughs that are stable and cannot be turned over by the pigs. Find out how to construct one from a local resource person.

—sections excerpted from the *Liklik Buk: A Rural Development Handbook Catalogue*, Papua New Guinea, 1977.

Breeding

Use the best animals for breeding. Breeding animals must not get too fat and should be used for 4-5 years. Mate gilts (unmated females) at 9 months or older and at least 120 kg (264 lbs). Breed on second day of the 21-day cycle. The period of gestation is 3 months 3 weeks 3 days. A sow will come into heat about a week after her litter has been weaned. Seven to eight piglets is considered a good-sized litter. Two litters a year is normal.

Farrowing (giving birth)

Keep sow separated from other animals. When giving birth, sows should be left alone as they usually have no difficulty in delivering. Occasionally they require assistance.

Provide young piglets with solid food after 3-4 weeks and if a sow is not a good milk-producer, after one week. Sows that are pregnant or giving milk need as much protein as piglets. Access to green foods and soil will help to ensure that the pigs will get minerals and vitamins. Plenty of fresh clean water is necessary.

A native pig will usually weigh about 50 kg (110lbs) under average village conditions and 75 kg (165 lbs) with intensive feeding. An improved breed will weigh twice as much in 9 months.

Common Diseases and Prevention

Parasites: worm the pigs; prevent through cleanliness.
Pneumonia: provide warm sheltered housing.
Anthrax: prevent by vaccination; cure with antibiotics.

—from Sri Lankan resource persons

The Hardships of a Family

In a small village lived a poor family. Rajasinghe, the father, and Nanda, the mother, worked very hard to support their eleven children. Rajasinghe sawed timber and tapped rubber while Nanda worked as a laborer and took care of the household. But despite their hard work, they could not earn enough income to keep the children well fed.

Sunil, the eldest son, helped his parents as much as he could working as a laborer. He could not afford to take the time to go to school.

Sarath, the second son, was a badly behaved child. He robbed his neighbors of their fowls, bananas and coconuts. He drank and gambled and rarely contributed to the family income. Often Rajasinghe received complaints about Sarath from fellow villagers. Rajasinghe was very upset and one day he questioned his son. "Sarath, I have received many complaints about your behavior. Are they true? Will you end up at the police station? This is an especially difficult time for us since mother is pregnant with her twelfth child and can no longer work in the fields."

Sarath's rude reply to his father's questions so angered Rajasinghe that he took a cane and whacked his son thoroughly. Sarath ran furiously out of the house, grabbing a bottle of acid from a shelf on his way. Geetha, the elder daughter, saw this and began to scream "Father, brother is drinking acid!"

Rajasinghe found his son lying on the ground by a clump of banana trees. Grief stricken, Rajasinghe carried Sarath to the house. A little while later, Sarath died as a group of villagers carried him to the hospital.

Nanda, unable to bear the crushing news of Sarath's death, fainted. When she was revived, she sighed "Do all these calamities befall us alone because we are poor?"

— by L.P. Senarath,
Development Officer

First Aid: Preparing for Emergencies

Purpose: To enable the participants to reflect on and identify emergency situations which require knowledge of how to react in an emergency as well as how to administer emergency medical treatment or first aid. This activity should be used before meeting with a resource person.

Materials: Chalkboard and chalk, or newsprint and marker pens

Time: 1½-2 hours.

Process:

1. Begin by asking the participants to listen while you or one of them reads the story written by a DO, "Hardships of a Family" (printed in the sidebar).
2. Ask the group what they would have done when Sarath swallowed the acid. Does anyone of them know the proper first aid treatment in such a situation? (Suicides by swallowing acid or insecticides are especially common in Sri Lanka.)
3. After briefly discussing the need for emergency treatment in such a situation and pointing out that medical facilities might be quite far away, ask the participants to divide into three or four groups (there should be no fewer than five persons per group.) Ask each group to meet and discuss times in their lives when they have been in emergency situations or know of someone in their village who has been. Ask them to discuss these situations, what actions were taken, and whether they helped the person.
4. Ask the groups to discuss these situations among themselves for about 10 minutes and then prepare a short drama or role play to depict one of the emergency situations which they discussed. The role plays should be 5-10 minutes long. Allow 30 minutes for small group discussion and preparation of the role plays.
5. After 30 minutes, ask the small groups to come together again and ask each group, one by one, to present their dramas.
6. After each group has presented its "emergency situation," begin a discussion with the following questions:

   - What emergency problems did we see? (List on the chalkboard or newsprint)
   - Are these common or typical problems?
   - How did the community members in the drama deal with the problems? (List)
   - What are some other ways they could have reacted? (List)
   - What were some of the "good" things the community members did to help the person(s) having the emergency condition?
   - Were any things done that might have made the situation worse?
   - What other emergency care problems arise or are common in the village or community?

7. Close the session by reminding the participants that a resource person (doctor, nurse, trained volunteer) could join you at a future session, with the situations discussed at today's session as the starting point. Ask the participants to discuss, before the next session, emergency situations with their families and friends. Ask them to find out what concerns others have regarding emergency care and treatment. Ask them to bring these questions and concerns with them to the next session.

First Aid is . . . the *immediate* care given to a person who has been injured or has been suddenly taken ill. First aid means being able to quickly recall what to do and what not to do in an emergency. It can save someone's life. Here are some examples of first aid techniques. Ask a local health worker to tell you more about these and other kinds of first aid emergencies.

Condition	Symptoms	First Aid
1. Wounds a. External (on the surface of the body)	• Skin abrasion or cut	**HOW TO CONTROL BLEEDING FROM A WOUND:** • Raise the injured part, if there is no evidence of fracture. • Press directly on the wound with a clean cloth (or with your hand if there is no cloth) until bleeding stops. This may take 15 minutes or sometimes an hour or more. • If bleeding from arm or leg cannot be stopped by pressing on wound, and if person is losing a lot of blood, keep pressing on wound and keep wounded part as high as possible. Then tie arm or leg just above wound with a cloth. Do not use thin rope, string or wire. • Loosen the tie for a minute every half hour to see if it is still needed and to let blood circulate. • Attend to shock if necessary (see section on shock). • Get medical help if severe bleeding persists. **HOW TO CLEAN SMALL WOUNDS:** • Wash hands thoroughly. • Wash in and around wound with soap and cooled, boiled water. • Remove foreign objects from surface tissue with sterilized needles (To sterilize needle, hold over flame or dip in rubbing alcohol or in boiling water.). • For large cuts or infected wounds, get medical help immediately.
b. Internal (inside the body)	• Cold clammy skin • Rapid weak pulse • Rapid breathing • Dizziness • Pain and faintness • Vomiting or coughing up blood • Blood in urine or feces • Uncontrolled restlessness and excessive thirst • Swelling/discoloration/deformity of limbs	• Maintain an open airway. • Give artificial respiration if necessary. • Examine victim for fractures/other injuries to head, neck, chest, abdomen, limbs, back and spine. • If closed fracture is suspected, immobilize affected area before moving victim. • If victim must be moved, transport in lying position and attend to shock if necessary (see section on shock). • DO NOT GIVE FLUIDS BY MOUTH. • If a relatively small closed wound, put cold application on injured area. • Get medical assistance immediately.

Condition	Symptoms	First Aid
2. Shock (Caused by severe injuries, hemorrhage, loss of body fluid, infection, poisoning, heart attack stroke, obstruction of air passage.)	**Early Stages** • Pale/bluish, clammy skin • General weakness • Rapid/faint pulse • Increased rate of breathing • Severe thirst • Vomiting **Late Stages** • Apathy and unresponsiveness • Sunken eyes/dilated pupils • Low blood pressure • Loss of consciousness	**TO PREVENT OR TREAT SHOCK:** • Keep victim lying down. • Cover only enough to prevent loss of body heat. • Get immediate medical help. • If medical assistance is delayed, give small sips of room temperature fluids, preferably salt-soda solution (Discontinue if vomiting occurs). If person is unconscious: • Lay victim on his side with head low. If victim seems to be choking, pull tongue forward. • Do not give anything by the mouth. • Get immediate medical help.
3. Respiratory Emergency	• Tongue, lips, fingernails become blue • Loss of consciousness • Dilated pupils • Cessation of breathing	**HOW TO GIVE MOUTH-TO-MOUTH RESUSCITATION:** • Remove foreign object from mouth or throat if possible. • Wipe foreign matter from victim's mouth. • Tilt victim's head backward so chin is pointing upward. If unconscious, place one hand beneath victim's head and lift. Place heel of other hand on victim's forehead and tilt head backward. Make sure that tongue is not blocking air passage. • Pinch victim's nostrils shut with thumb and index finger. • Blow air into victim's mouth. • Open your mouth widely. • Take deep breath. • Seal your mouth tightly around victim's mouth and blow, providing a high volume of air. Start at high rate and then blow once every 5 seconds for adults. • If victim's airway is clear, only moderate resistance to blowing should be felt. • Watch victim's chest to see when it rises. • Stop blowing when victim's chest is expanded; listen for exhalation. • Watch victim's chest to see when it falls. • Repeat blowing cycle. • As a last resort, turn victim on his side and slap sharply between shoulder blades to jar material free. **Note:** With small children and infants, the same methods are used except that the backward head tilt should not be as extensive as with adults, and the air should be blown every 3 seconds with less pressure and volume.

First Aid: Basic Information (continued)

Condition	Symptoms	First Aid
4. Burns		
a. First degree (overexposure to sun, minimal contact with hot objects, or scalding by hot water or steam.)	• Redness or discoloration • Mild swelling and pain • Rapid healing	• Apply cold water applications or submerge burned area in cold water. • Apply a dry dressing if necessary.
b. Second degree (deep sunburn, contact with scalding liquids, burns from gasoline, kerosene, etc.)	• Greater depth than first degree burns • Red or mottled appearance • Blistering • Swelling • Wet appearance of skin surface	• Immerse burned part in cold water (without ice). • Apply clean cloth dipped in ice water. • Blot dry gently. • Apply dry sterile gauze cloth as protective bandage. • Do not break blister or remove skin tissue. • Do not use an antiseptic preparation, ointment or home remedy on severe burn. • If arms or legs affected, keep them elevated.
c. Third degree burns (caused by flame, immersion in hot water contact with hot objects or electricity.)	• Deep tissue destruction • White or charred appearance of skin • Complete loss of layer of skin	• Do not remove adhered particles of clothing. • Cover burns with thick sterile dressings or linen. • If hand involved, keep above level of victim's heart. • If legs involved, keep elevated. • If face involved, keep sitting and watch for breathing difficulty. If breathing difficulty exists, maintain open airway (see respiration section). • Do not use ice pack. • Get medical assistance as soon as possible. • If no medical assistance is available and victim is conscious and not vomiting, give him a weak solution of salt (1 small spoonful) and soda (½ small spoonful) in a small room temperature pitcher of water. Victim should sip slowly (½ glass every 45 min.). • Do not apply ointment or home remedies.
d. Chemical burns (caused by solvents, acids, cleansers, and other chemical substances.)		• Wash away chemical with large amounts of water. • Apply dressing bandage. • Get immediate medical aid. **Note:** For eye burns (both acid and alkali): • Flood eye with water for at least 15 min. With victim's head turned to side, hold eyelids open, pour water from inner corner of eye outward. Make sure chemical does not wash into other eye. • Cover eye with dry pad or protective dressing. • Seek immediate medical aid.

Condition	Symptoms	First Aid
5. Fainting/Faintness	• Extreme paleness • Sweating • Coldness of the skin • Dizziness • Numbness of hands and feet • Nausea • Possible disturbance of vision	• Leave the victim lying down. • Loosen tight clothing. • Maintain open air way. • Bathe face gently with cold water. • If patient vomits roll him on his side and wipe out mouth with your fingers. Do not give any liquids unless he has revived. • Examine him for any injuries. • Seek medical assistance if necessary.
6. Convulsions	• Seizure (momentary rigidity of muscles followed by jerky movements) • Bluish discoloration of face and lips • Foaming at mouth	• Prevent victim from hurting himself. • Give artificial respiration if necessary. • DO NOT restrain victim. • DO NOT pour liquid into his mouth. • DO NOT place victim in a bathtub. • DO NOT place blunt object between victim's teeth. • Get medical help if convulsions re-occur.
7. Poisoning (from substance taken by month)	• Symptoms vary greatly so to determine if poison has been swallowed • Ask victim or observer • Look for poison container • Look for sudden onset of pain or illness in victim, burns around lips and mouth, breath odor, and/or contracted pupils	• Dilute poison by giving water or milk. • Try to find out the name or general nature of swallowed poison and of the specific antidote. Estimate the amount of poison taken. Also save a sample of vomited matter, if available, for identification. • If you are sure victim has *not* swallowed a strong acid, alkali or petroleum product, induce vomiting by tickling back of throat or giving nauseating fluid. • Get immediate medical help. **IF VICTIM IS UNCONSCIOUS:** • Keep airway open. • Do not give fluids.
8. Snake bites	• Painful bite with rapid swelling • General weakness • Rapid pulse • Nausea/vomiting • Shortness of breath • Dimness of vision • Shock	• Keep victim quiet and calm. • Immobilize bitten area, keeping area below level of heart. • If bite is on arm or leg, apply constricting band just above bite, between wound and victim's heart (not too tight). • Using sterile blade, make incisions through skin only at each fang mark and over suspected venom deposit point. • Apply suction. (If you use your mouth, do not swallow venom.) Continue 15-30 minutes. • Wash wound with soap and water and blot dry. • Apply clean dressings and bandage. • Do not give alcohol. • Treat victim for shock if necessary. • Get medical help.

—excerpted from *The Primary Health Worker*, World Health Organization, Geneva, Switzerland, 1980 and *Where There Is No Doctor*, by David Werner, The Hesperian Foundation, Ca., U.S.A., 1980.

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Goat Raising — Let's Take a Look!

We can learn about something in many ways. We can learn through talking, or discussion, through reading, through seeing, and through actually experiencing or doing.

A well planned field trip can provide learning experiences in all of the above-mentioned ways. A field visit like the one described below can be used with almost any topic, not just goat raising. It may take a little extra planning, but will be well worth the effort.

Purpose: To visit a goat-raising farm or project so the participants can see and experience goat raising firsthand.

Materials: Newsprint and markers or chalk and chalkboard

Time: 2 hours at the goat farm, plus transportation time to and from.

Process: **Note: the steps in this activity will actually occur over a period of several sessions. Read through the activity carefully before planning your first session.**

1. Two or three weeks before the group plans to make the field visit, ask for two or three volunteers (from the group of participants) to help you plan the trip and make necessary arrangements. If transportation needs to be arranged, the participants can work together to come up with ideas for how to get to the goat farm or project. Perhaps a few participants will volunteer to arrange for transportation.
2. The participants can also suggest possible places to visit. If they don't know of nearby goat farms or projects, the local veterinary surgeon may be able to offer some suggestions.
3. Once the goat raiser(s) has been identified, you and the participants assisting you should meet with the individual to see if he/she is willing to "host" a field visit by your group. If so, agree on a convenient time and date. If there are several goat raisers in the area, the group could visit more than one site, or could invite other raisers to come to the farm closest to the village. The participants could therefore meet with more than one goat raiser at the same site. Once the sites, dates, and times have been arranged, ask the whole group of participants to meet to discuss the field trip.
4. The group is probably familiar with the trip at this point because of the preliminary activities in which many of them have been involved. But, for those who are not familiar, explain that you will be visiting a goat farm to get a first-hand picture of all that would be involved in raising goats.
5. Next, ask the participants to divide into groups of four or five persons each. Each group will discuss goat raising. They should look at their own individual situations and try to think of questions they have, information they need, and doubts they have regarding goat raising. Allow 15 minutes for these small group discussions and writing down questions and information needs. Then, ask the small groups to form the large group again.

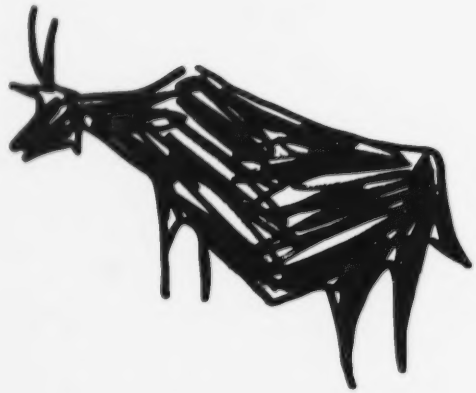
6. Ask a spokesperson from each group to post their list of items and briefly describe them to the large group.
   After all of the concerns have been discussed, ask for two volunteers to make a "master list" of questions, concerns and information needs to be discussed with the goat raiser or additional resource person, such as the veterinary surgeon.
   You might add the following items to the master list, if they are not already listed:
   - How did the goat raisers get started in goat raising?
   - What problems have they encountered?
   - How did they overcome those problems?
   - What is the local marketing situation?
   - What sort of profit can be made?
   - What advice could be offered for beginners?

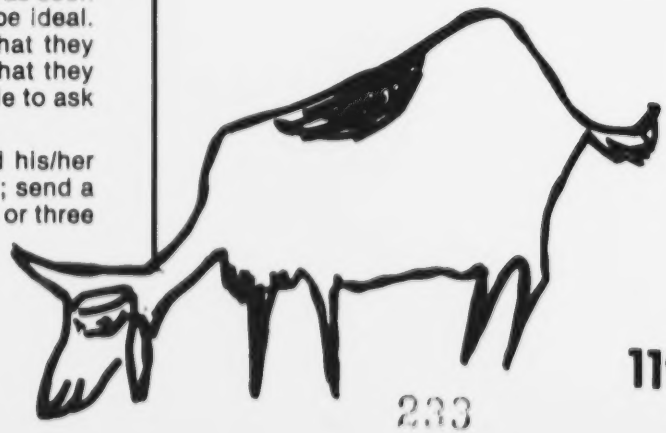
7. At this time, all details regarding time, date, meeting place, and transportation should be explained to the participants.

8. Even though the participants are now ready to go, there is still more work to be done by you and the volunteers assisting you. Meet again with the goat raiser to present the participants' list of questions and information needs. Explain to the goat raiser how you got this list. You may suggest that the veterinary surgeon and/or other goat raisers also be invited. If the goat raiser seems hesitant to involve the others and is not too well-informed, you could proceed with the field visit as planned, but then schedule a later session with the vet surgeon to clarify any remaining issues.

9. In step 5, the participants decided what they would like to gain from the field visit. *After* the field visit the participants should decide whether or not they learned what they wanted to learn. Try to meet with the group as soon as possible after the field visit; meeting on the same day would be ideal. The participants should not only decide whether they learned what they wanted to learn, but WHY or WHY NOT. Perhaps some will see that they didn't ask enough questions. Perhaps others expected other people to ask their questions for them.

10. Finally, be sure to let the goat raiser know that you appreciated his/her assistance. Perhaps you can give him/her a small homemade gift; send a "thank you" letter; or suggest a follow-up "thank you" visit by two or three group members.





Goat Raising: Basic Information

Breeds Available

Pure-bred goats of the European milking breeds are usually not recommended in the tropics as they have a rather high mortality rate from disease. The ordinary tropical goat is preferred.

Goats, like cattle, provide milk, meat, and hide. Goats, however, are browsing rather than grazing animals and are able to exist on a varied diet.

Goats in the tropics should:

1. Have some rocky ground or rough concrete to wear down and keep their hooves healthy.
2. Be drenched with Nilvern regularly to prevent loss of physical condition from internal parasites.
3. Be closely controlled by wire chain or watched by children.
4. Be castrated and/or dehorned where appropriate to prevent deaths through mating rivalries.

Housing

Simple shelter is sufficient, though tying or fencing is important if you wish to protect your gardens and/or practice selective breeding. Some shelters in Sri Lanka are designed with slanted floors to enable waste to run off.

Feeding

Goats are generally able to feed themselves. As ruminants, goats do well on ordinary grasses and will survive even when the food supply is small. Clean water supply is important. Some arrangement for supplementary feeding of pregnant and suckling females is advantageous.

NOTE: Large numbers of goats can cause serious deforestation if not systematically managed.

Breeding

Goats breed twice a year. Pregnancy lasts about 5 months. The first heat of young goats occurs 1-3 months after birth, with recurrences every 18-21 days and a duration of 1-3 days. The lactation period is indefinite and depends largely on the treatment given. Multiple births are less common in native tropical goats than in the improved breeds.

Milking

The composition of goat milk is very similar to that of cow's milk. Goats need to be milked twice a day. Cleanliness is essential in milking. Make sure the udder, hands, and utensils are washed with clean water and dried thoroughly before milking. The male goat can taint the milk with his smell, so should be kept away from the female during milking.

Common Diseases

Native tropical goats are quite resistant to disease. The usual sanitation practices for handling farm animals should be ample protection against disease.

— sections were excerpted from the *Liklik Buk: A Rural Development Handbook Catalogue,* Papua New Guinea, 1977.

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GOALS

Some Ideas for Cottage Industries in Sri Lanka

Basket Weaving: Cane, Rattan, Bamboo
Mat weaving
Macrame and artificial flower making
Mattress making
Making fish nets
Pottery work
Wood carving
Brass work
Sewing clothes
Crocheting/making pillow lace
Treacle and jaggery making (a Sri Lankan brown sugar)
Papadam making (large puffy crackers eaten with rice and curries)
Making brooms
Home-made sweets
Coconut shell crafts
Ekelware (products made from the core of coconut leaves)

Cottage Industries: New and Old!

Women can often make some extra money by starting very small projects in their homes. Sri Lanka has some traditional cottage industries for women such as lace making and weaving. Sometimes, though, these efforts do not yield a profit because there is no market, the project is poorly managed or important raw materials are not available, etc.

The DOs felt that some traditional industries could be revived and new ones created if they were well planned and properly managed. This activity can help you and your participants to take a first step in that direction.

Purpose: To identify traditional and non-traditional cottage industries appropriate for a given area.

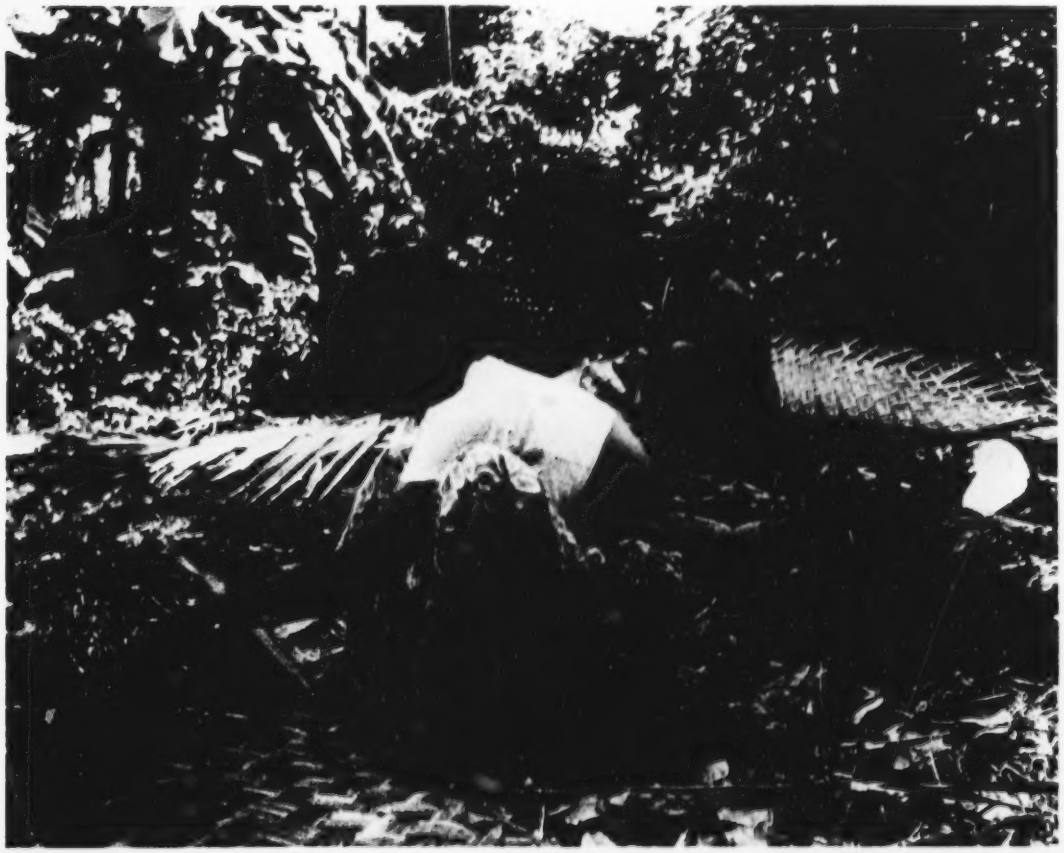
Materials: Chalkboard and chalk, or newsprint and markers.

Time: 2 sessions — 1 hour for the first session, 2 hours for the second.

Process:

1. Explain that you will be examining together the possibilities for cottage industries in your area. Explain that the participants will be looking at both traditional and non-traditional home industries.
2. Ask the participants to divide themselves into small groups with five or six persons per group.
3. The task for the small groups will be to identify as many traditional and non-traditional home industries as they can. They should discuss and then make two lists. Allow 15 minutes.
4. After 15 minutes, ask the small groups to form the large group again. Ask each group to read its lists. (Ask a volunteer to make 2 master lists on the chalkboard or newsprint.)
5. After each group has listed its traditional and non-traditional ideas, ask each participant to select one non-traditional idea that they would like to explore in more detail.
6. Now, ask the participants to once again form small groups. But this time, instead of counting off, the groups should form according to topical interests. That is, all persons interested in one topic should meet in one group and those interested in another should form a group.
7. These groups will be working together over the next week to determine the feasibility of conducting a particular home industry in their area. They should use the marketing survey from the BEEKEEPING section of this handbook to determine their proposed product's marketability. Each small group should decide, before leaving today, how they will conduct their "market survey." They should decide tasks within their small group and draw up an action plan.

8. Ask each group to return after one week (or any other time period that you and they can agree on) and report on their findings.
    - Perhaps they could bring in some samples of their proposed product(s).
    - Perhaps they could demonstrate making the product.
    - They can *do* anything that will help to explain the potential project and product to the others.
    - They can also talk about the feasibility of producing and selling the products based on their market surveys.



List Ideas for Cottage Industries in Your Country

1.

2.

3.

4.

5.

Family Planning

Parents share a concern that every child they have is wanted, loved, and can be adequately cared for. Family planning helps parents to act on this concern. It is a means to:

- space the children born into a family
- enable couples to limit their family to the size they want and can support
- help the couples who find it difficult to have children
- provide important information on child health, nutrition and other areas
- aid women in balancing the responsibilities of raising children and contributing to family income

Family planning practices vary among cultures. Information on family planning and contraception is usually widely available in most countries. Contact your local health center, midwife, appropriate government ministry representative or international organization such as the International Planned Parenthood Federation for booklets and other resources.

Family Planning: Another Child?

According to many family planning workers, people must be motivated to use family planning methods. Just telling them about the methods available and supplying them with birth control devices is not enough.

In Sri Lanka, understanding the economics of having one more child is sometimes a persuasive factor in convincing people to use birth control. Sri Lankans are very family-oriented and most married couples want at least one or two children. But more and more people are seeing that they can provide a better quality of life for the children they already have if they decide to have no more. Parents are also seeing that they can ease financial strain by spacing their children.

Purpose: To examine the costs of having one more child. The following activity could be used either before or after meeting with a resource person.

Materials: Puppets (in the handbook pocket), piece of paper and pen or pencil for each small group

Time: 1-1½ hours

Process:

1. Explain to the participants that there are many factors to consider before having a child. Many times, however, we don't consider these factors and sometimes we don't even consider the whole process as a *choice*.
2. You could ask the participants to think about some things that they do make choices about in their lives. What are these choices? Who helps to make them?
3. Next, they could think about things that they do not choose to do but must do anyway. What are some of these things?
4. Explain that you will all be looking at the economics involved in having one more child. Ask the group to divide into small groups of five or six persons and to do the following:
   a. Outline the expenses of having one more child. They should think of all expenses from pre-natal care until the child leaves the home and begins to support himself/herself.
   b. Expenses should be listed by categories, including amounts.
   c. After the group has completed its lists, the group members should make up a puppet play describing one family's dilemma about having and rearing one more child (the puppet play should be about 5 minutes long).

5. Small groups should meet and begin their tasks. Allow 20 minutes for small group work including developing the puppet play. Ask each group to perform its puppet play.
6. Following the presentations, begin a discussion with the following questions:
    - What problems were brought out by the puppet plays?
    - Are these realistic problems?
    - Have any of you faced similar problems or do you know of anyone who has?
    - What could the families in the puppet plays do to decrease their economic burdens?
7. In preparation for future sessions, ask the participants what questions, doubts, concerns they have about family planning. You can then use these questions to guide the development of future sessions. They could also be given to a resource person, to use as a basis for a future session.

Ideas for Future Sessions

- Use puppets or flannelboard figures to discuss old and new ideas/ methods of family planning
- Use flash cards or other materials distributed by family planning information centers to introduce or review the physical process of reproduction and birth control.

Making Jams and Jellies

Basic Information

1. All jams and jellies have:
   - sugar
   - acid
   - pectin (a natural jelling agent found in fruits)
   - fruit.
2. If a particular fruit is only slightly acid, add some lemon juice.
3. If a particular fruit does not have much pectin, the jam or jelly will not be stiff, but it will still be pleasant to eat. (Note: Commercial pectin can be added during preparation, but this also requires more sugar.)
4. If jam has less than 60% sugar (including the natural sugar found in the fruit), it will not keep for a long time.

Food Preservation: A Contest

If your participants enjoy a bit of friendly competition . . . all in fun . . . they might enjoy this activity!

According to the Development Officers, many foods could be preserved in Sri Lanka but seldom are. Sometimes the villagers don't know what foods they could preserve; sometimes they don't know how to preserve the foods.

By preserving foods, people can take advantage of occasional seasonal abundances; can waste less food; and can prepare for lean times during times of plenty. For example, certain favored types of fish are available only at certain times of the year at a low price. But, by salting or drying the fish, the family can have them year around.

Purpose: To identify methods of preserving foods appropriate to your area and types of food that can be preserved.

Materials: None

Time: Part I: ½ hour; 2 or more days of field "research"; Part II: 1 hour.

Process: **Note: This activity consists of 2 sessions separated by a short field "research" period. This activity assumes, as the other activities do, that the participants are at least minimally interested in this topic. Their interest is essential because active involvement is necessary.**

Part I

1. Explain to the participants that they will be exploring old and new ways of preserving foods. Explain that PRESERVING means: any way of keeping foods past their fresh stage. By preserving foods, the participants can save money by taking advantage of seasonal foods and also improve their families' diets.
2. Next, explain that to make our explorations more interesting, there will be a contest to see who can discover the most methods of food preservation as well as specific foods that can be preserved. The winner will receive a prize. The participants may wish to work in pairs or teams, in which case, the pair or team would win the prize.
3. At this stage, explain to the participants that they will have a specific number of days (you decide) to go back to their homes and begin their explorations or "research." Encourage them to talk with grandmothers, aunts, merchants, anyone who might be able to give them some ideas about foods that can be preserved and methods that can be used. Encourage them to think about new possibilites. Papaya sweets? Preserved eggs?

4. Once the participants are clear on the task, ask them to think about a suitable "prize." Here are some suggestions: The prize could be funny. The prize could be many small "prizes." That is, each woman could bring a small "gift," such as a flower, a handful of rice, a piece of candy, etc. Then the winner, or winners, would receive a basketful of small "prizes."

5. At this point, if there are no more questions, bid your group good-bye and make plans to see them in a few days (or a week) with their ideas in hand. Ask them to have their lists of methods and foods written on pieces of paper so they can be posted in the room.

Part II

1. Once the participants have reassembled, ask them (individuals, groups or pairs) to post their findings.
2. Ask for two or three volunteers to look at the lists and see who has the most items listed and is therefore the winner.
3. The "prize" can be presented.
4. Next, ask each participant or a representative from each group to briefly read through their list of food preservation methods and foods. Encourage questions or discussion as usual. Also suggest that any new ideas that come to mind be added to the posted lists. You might add these methods if they are not already listed:

    - drying (fruits, vegetables, meat, coconut, fish)
    - smoking (fish, meat)
    - salting (fish, meat, eggs)
    - jams, jellies, pickles (fruit, vegetables, eggs, meat)
    - candy
    - root cellars (alternative storage method)
    - canning (may not be practical in most areas due to cost of necessary jars, seals, etc.)

(continued on the next page)

Making Jam

The basic proportions for making jam are: ½ to ¾ cup of sugar for every 1 cup of fruit.

Remove cores, pits, stems, and seeds from fruit and cut into small pieces. Cook until tender with just enough water to prevent burning. More water will need to be added to fairly dry fruits.

Mix every cup of pulp with ½ to ¾ cup of sugar. Boil for 10-30 minutes until thickened.

Place in hot sterilized jars. A pinch of preservative (sodium benzoate is safe) can be added to the jar, though this is not necessary if the jar is well sealed. Cover with wax paper held with a rubber band or seal with wax. Cover tightly with lid.

Making Jelly

The basic proportions for making jelly are: ¾ cup of sugar for every 1 cup of juice.

To make the juice: It is not necessary to peel any fruit except pineapple. Passion fruit or fruits rich in guava work particularly well for jelly. Cut fruit into chunks and boil for 3 to 15 minutes. If fruit is soft, add just enough water to prevent burning. If fruit is hard, add water to just below the top layer of the cut fruit in the pot. Let cool for about an hour with the lid on the pot. Mash the fruit and strain it through a cloth or sieve so the juices drip into a bowl (this may take some time; don't rush!).

To make the jelly: Boil 4 cups of juice for 5 minutes. Add ¾ cup of sugar for each cup of juice. Boil 10-30 minutes, stirring to dissolve the sugar, until a skin forms and the mixture jells. Do not overboil, or it will be like toffee. Place in sterilized jars and cover in the same way as with the jam.

Mango chutney (spicy mango pickle)

4 cups diced green mango
½ piece large ginger root
1 clove garlic
8 small onions
2 teaspoons pepper seeds
A few red chillies
2 cups vinegar
3 cups sugar
Salt to taste

Salt the sliced green mango and allow it to stand overnight. Drain the salted mangoes. Grind the ginger root, clove garlic, onions, pepper seed and chillies together. Boil vinegar, sugar, and spices and simmer for 5 minutes. Add sliced mangoes and cook until thick. Pack in sterilized jars.

Breadfruit, jackfruit, or banana fritters

Peel and thinly slice the breadfruit and cut into one inch pieces. Mix with salt to taste. Fry till golden brown. Drain off the oil and keep in airtight containers.

Food Preservation: A Contest (continued)

After the group has finalized the lists, you could ask some of the following questions to start a discussion:

- Are any of these methods or foods new to you?
- Which of these foods have you actually preserved in the ways suggested?
- If you have preserved foods in the past, what was your experience?
  - — Did you have any problems?
  - — How long did the food last?
  - — Did it seem worth your time?
  - — If not, why not? How could these problems be overcome?
- Do any of you ever buy any of the listed preserved foods in the market (e.g., dried fish, jams, jellies, etc.)?
- Which of these ideas might you try in your own home?

Ideas for Future Sessions

- If the participants are interested in learning more, a resource person could be invited to come speak to the group and perhaps demonstrate some preparations.
- The group could plan a recipe sharing session where each would bring one or more recipes for food preservation. They could then share recipes with each other. Perhaps one or more would also plan ahead and demonstrate preparing actual food items.
- After the recipe sharing session, perhaps the group would like a "bring and taste" session. They could sample each others' new foods.
- The group might want to plan a "food fair" where they could sell their foods.
- They might want to do a market survey (see *Beekeeping* section) to see if they could sell one or more types of preserved foods on a regular basis.

Dental Health: An Ounce of Prevention . . .

It is very easy to ignore our teeth and mouths . . . until a serious or painful problem like a toothache or cancer rouses us. But once again, as with so many aspects of our health, we *can* take preventive measures to improve our oral health and often prevent major problems. We can:

- Prevent problems from the inside through proper diet.
- Prevent problems from the outside through proper cleaning and checkups.

Purpose: To increase participants' awareness of potential oral health problems and ways to prevent these problems. This activity could be used either before or after a presentation by a resource person. However, if it is used after, the participants will have more information and could perhaps benefit more from the activity.

Materials: Newsprint and markers, or chalkboard and chalk

Time: 1 hour

Process:

1. Explain that today we will be looking at oral health problems and trying to decide what we can do to prevent them in the future.
2. Post on newsprint or write on the chalkboard:

   80-90% of Sri Lankans suffer from oral diseases*

   This high figure may surprise your participants. The figure may be surprising because many people have oral health problems but don't know that they have a disease.
3. Ask the participants to divide into small groups with four or five persons per group.
4. Now, ask the groups to discuss the following and to write down their responses in three columns. Each group should complete all three steps:
   1) List all dental/mouth problems that they know of (mouth problems that they themselves, family, friends, or neighbors have had).
   2) In the next column, list all precautions they take to prevent oral disease. They should place the appropriate precaution across from the corresponding oral health problem.
   3) In the last column, they should list the precautions they *could* take.
5. Ask the groups to meet for 15 minutes to complete this task.
6. After 15 minutes, ask each group to post its results. Ask for a representative from each group to read through the findings.
7. Begin a discussion using the questions on the side.

***You could obtain this figure for other countries by contacting the Ministry of Health, a local dental surgeon, or a medical school in your country.**

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Discussion Questions

- Did we leave out any problems that were discussed by the resource person? (if this session is held after the resource person's presentation)
- Are there any items listed in the third column that are not listed in the second?
- If yes, why aren't we or our families taking these precautions?
- What is probably the most common dental/mouth problem in this village or community? Why?
- When you go home today, what changes will you try to make in your families' dental care?

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Dental Health: Basic Information

Since we have to eat to live, and since to eat you need teeth to cut food into small pieces, you should look after your teeth to stay in good health.

Oral health is an important aspect of the overall picture of general health. In Sri Lanka, more than 80% of the population suffers from some kind of oral disease. There are three main kinds of oral disease:

- tooth decay
- periodontal disease
- oral cancer

Here is some information on these diseases and some tips on how to avoid them.

Tooth Decay

Tooth decay is caused by food that remains between the teeth, not brushing teeth (or using the local method of cleaning teeth) in the correct way, lack of proper nutrients in the diet, eating too many sweets and sugary foods, and not eating enough "rough" foods that tend to clean the teeth naturally.

In an unclean mouth, bacteria multiply in large proportions. Acids produced by the bacteria dissolve the tooth surface, making a tiny cavity. Thus, the process of decay starts. The most vulnerable place for cavities is between teeth and on the biting surface of the back teeth.

Watch for these signs of tooth decay: a cavity, a black spot on a tooth, sensitivity when eating, or a toothache. If you catch tooth decay early enough, the cavity can usually be filled. If not, the tooth may have to be removed.

But why not *prevent* tooth decay before it occurs? Follow the suggestions provided and your dental health will improve!

Prevention:

1. Clean the mouth and brush the teeth after meals.
2. Brush the teeth before going to bed at night.
3. Remove dental plaque from the rough biting surface of the back teeth and in between teeth. This can be done by brushing the lower teeth from the gums upward and the upper teeth downward.
4. Reduce the intake of sweets, especially between meals. Rinse the mouth immediately after eating sugary foods.
5. Eat food which protects the health of teeth, such as fresh fruits and vegetables.

Periodontal Disease

The first signs of the disease appear in the 13-15 year age group. After the age of 35 years, you may lose your teeth. These are the symptoms: bleeding gums; a serrated edge of the gums instead of smooth edge; change in color of the gums from pink to red; swelling of gums; oozing of pus from the gums on application of pressure; and loose teeth.

Causes: Unclean mouths caused by not removing food particles and by not brushing in the correct way. Bacteria in the mouth produce a toxin that destroys the delicate tissues that connects the gums to the tooth. Bleeding of gums takes place when there is bacteria around the wound. Pus is also formed. This process destroys the tissues which connect the tooth to the bone, and eventually the tooth will fall out.

Prevention: Brush in the correct way. Keep the mouth clean. Seek early treatment.

Oral Cancer

If a wound or ulcer in the mouth does not heal within two weeks, this could be a sign of oral cancer.

Causes: Some known causes are betelnut chewing (a seed chewed in parts of Asia) and excessive smoking.

Prevention: Stop or reduce chewing betelnut. Stop or reduce smoking. Examine your mouth once a month. If you find an ulcer, consult a dentist.

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Chicken Raising: Sumana's Fowls

During the DO training, the following activity was developed to show the importance of setting goals in planning an income-generating project.

Purpose: To assist participants in planning poultry projects or any other income-generating project. It is probably best to do this activity after the resource person has met with the participants.

Materials: A copy of the drama. Pencils and paper, if possible.

Time: 1 hour

Process:

1. Before the session begins, ask for four volunteers to play the characters in the drama. Explain the activity to them and allow them time to review their parts.
2. Explain that a drama will be presented to show how one family worked together to increase its income. Ask the participants to watch the drama. Explain that following the drama, the participants will have a chance to begin making some plans of their own.
3. When the drama is over, begin a discussion with the following statement: A little while ago we presented to you the idea of setting goals in a role play. During this exercise it was evident to us that when aiming to achieve our goal we should find out how feasible it is and how possible it will be to accomplish it within a specific period of time. There are five important points to remember in relation to the term "goal."

    1. *Why?* There should be a reason. The reason for achieving the goal in the role play was the very low income of the family.
    2. *Who?* Who sets the goal? You do.
    3. *How?* This includes the sequence of steps that should be followed in order to achieve your goal. For instance, in the role play presented, the characters planned their steps of action: first, they needed to go to the bank to see about a loan; then, to the local vet surgeon for information on the care of chickens.
    4. *When?* There should be a time limit. Part of setting a goal is deciding by what time you plan to have achieved it. In the role play, the characters had decided to complete work on Sumana's fowl pen within two months and it was accomplished. Previously, the characters had thought about chicken-raising for years but had not worked toward their goal because they had not set a definite period of time for their work.
    5. *What?* This includes money, technical "know-how," and labor. The availability of these and other resources should be kept in mind when setting goals.

4. Ask each of the participants to pick a potential income generating activity (poultry raising or something else) and apply the five questions discussed in Step 3. (Allow 10 minutes.)
5. After each participant has identified his/her own *Why? Who? How? When? What?*, ask them to meet in pairs or small groups to discuss their plans with each other.
6. The participants can now begin to take some action to decide on an income generating activity.

Chicken Drama*

Characters: Narrator, Sumana (mother), Piyadasa (father), Daughter

Narrator:

In the village of Kananwila
Which lay not very far from Horana
There lived a very poor laborer
Whose name was Piyadasa.

And a beautiful wife had he
Her name was Sumana

These two did have
A very charming daughter

Please give ear
To a certain matter
That was discussed by them
One day.

Daughter:
Mother, this lamp has no oil and is about to go off. Put some oil into it.

Sumana:
What oil? Where is the money for it? That is exactly why I keep telling you to attend to your school work before dark.

Daughter:
By the way, Mother, the children in our school are going on a picnic next week. I want to go. It will cost about 25 rupees. I also need a new pair of shoes.

Sumana:
Daughter, how can we afford it? You know your father's salary is not enough even to pay for our basic needs each month.

Daughter:
Oh, Mother, I would like so much to go! When Father comes home, you must ask him for the money.

Sumana:
We'll see. Here is Father now.

Piyadasa:
I am sorry I am so late. I worked late tonight to collect a few extra rupees.

Sumana:
The children in Daughter's school are going on a trip and she wants to go. It costs about 25 rupees and she also needs a new pair of shoes.

Piyadasa:
How can we afford it? This can't be done with my salary alone. We must find another means of getting some extra money.

Sumana:
That's true. How many times have I suggested that we should put up a fowl pen? You just keep talking about it.

Daughter:
Yes, Mother, that's a good idea. You all keep talking about it but that's all. You have been considering raising chickens for two years!

Piyadasa:
It's not that I dislike the idea. We need money to put up a poultry shed and we know next to nothing about poultry-rearing.

Daughter:
That's simple, Father. We'll get a loan from the bank. And when you go to the vet surgeon you can get all of the necessary information on chickens.

Sumana:
Yes, that's true. It's useless just pondering over it. We must make a resolution that we'll start working on the fowl pen before the end of the month. You'd better go to the bank tomorrow about a loan and collect the necessary application forms. And we need to visit the vet surgeon's office. We'll build the fowl pen in the back of the house.

Piyadasa:
Yes, good idea. Before the end of next month we must complete work on the fowl pen and buy chicks.

Daughter:
Yes, Father. Now I'm sure it will be done. Once the poultry shed is built, I will help work during my free time.

Narrator:

As decided that night
Within the space of just two months
The shed was made
Chicks were bought
And the fowl-pen became a reality.

With great expectations
Now the family awaits the day
When the chicks will
Begin to lay eggs.

*This is a combination drama and "stylized drama" which is very popular in Sri Lanka. The narrator's part is "sung."

Chicken-Raising: Basic Information

Breeds available

For eggs: White leghorns, Rowhites, Minorea
For meat: Cornish, Orphington
For both: Rhode Island Red, Plymouth Rock, Australorp)

Housing

Chickens are raised in three different systems: free range, semi-intensive, deep-litter. Chicken houses will differ according to the system used.

All chicken houses, however, need to be well-ventilated and dry. The lower part of the building is usually built with a material such as brick or wood. The upper portion of the building should be covered with wire mesh and the roof should be made of aluminum, asbestos or coconut branches. Houses range from 1-2 m (3-6 ft) high.

Within the house, construct feeders to avoid waste. Water needs to be available in containers that do not spill over. Also supply nests and roosting space.

Here are some specifics on housing for each of the three systems:

Free Range

In this system, shelter is provided for the chickens at night. Usually, .09 square meters (1 sq. ft) of space is needed for each bird. This system is fairly low cost (because of minimal housing and feeding). However, a large area of land is needed and egg production can vary with environmental conditions.

Semi-Intensive

Birds are kept in houses, with runs provided. This type of system is primarily used for egg layers. The stocking rate is 400 per .4 hectares (1 acre) or 1 bird per .18 square meters (2 sq. ft). Feeders and water are needed. Runs should be enclosed with mesh; these areas need to be cleaned frequently to avoid disease.

Deep-Litter

This is the system that usually provides the highest yield but also costs the most. Birds are kept completely indoors on layers of litters, usually lined with saw dust or paddy husk. About .27 square meters (3 sq. ft) is allowed for each bird. Litters should be turned once a week to avoid pests and disease.

Feeding

For healthy, robust chickens, feed them a mash that combines grains, minerals and vitamins. This combination can vary from country to country, so find out the best mash recipe for your own region. A laying hen requires a well-balanced feed containing about 16% protein.

Breeding

Chickens lay eggs without being mated with roosters. However, for eggs to hatch into chicks, roosters are necessary. Approximately one rooster is needed for every 12 chickens.

Laying commences at about 5½ months and stops at the end of 1½ years. The birds rest for some time (moulting period is about 2 months) and then enter into their second period of laying. This period also lasts for about 10 months.

Birds can be culled at the end of the first year of laying or at the end of the second. Keep 50% of the original stock and introduce 50% of the new stock and continue. Have a new stock ready for laying by the end of the first year.

Hatching

Eggs should be of correct shape, clean and weigh at least 566 g (20 oz). It takes about 21 days for eggs to hatch. If the chickens are not hatching their own eggs, collect the eggs in boxes, cover with straw and keep in a warm place.

When the chicks are hatched, provide them with a warm place until they are a month old. One 40 watt bulb or a lantern is sufficient for about 50 chicks. If chicks appear to cluster away from or near to the source of heat, then decrease or increase the heat or space accordingly.

On the first day of hatching, give the chicks water containing enough glucose to make it slightly sweet. On the second day, start feeding them chicken mash that is 20-25% protein. This should be continued to the end of the second month.

At the beginning of the second month, transfer the chicks to the poultry houses. After a week, add green leaves to their diet three times a week. From the 3rd to the 5th month, feed with growers mash containing 15-20% protein. After the 5th month, use mash with 10-15% protein. Weaning should be done gradually by giving half of the high protein mash and half of the lower.

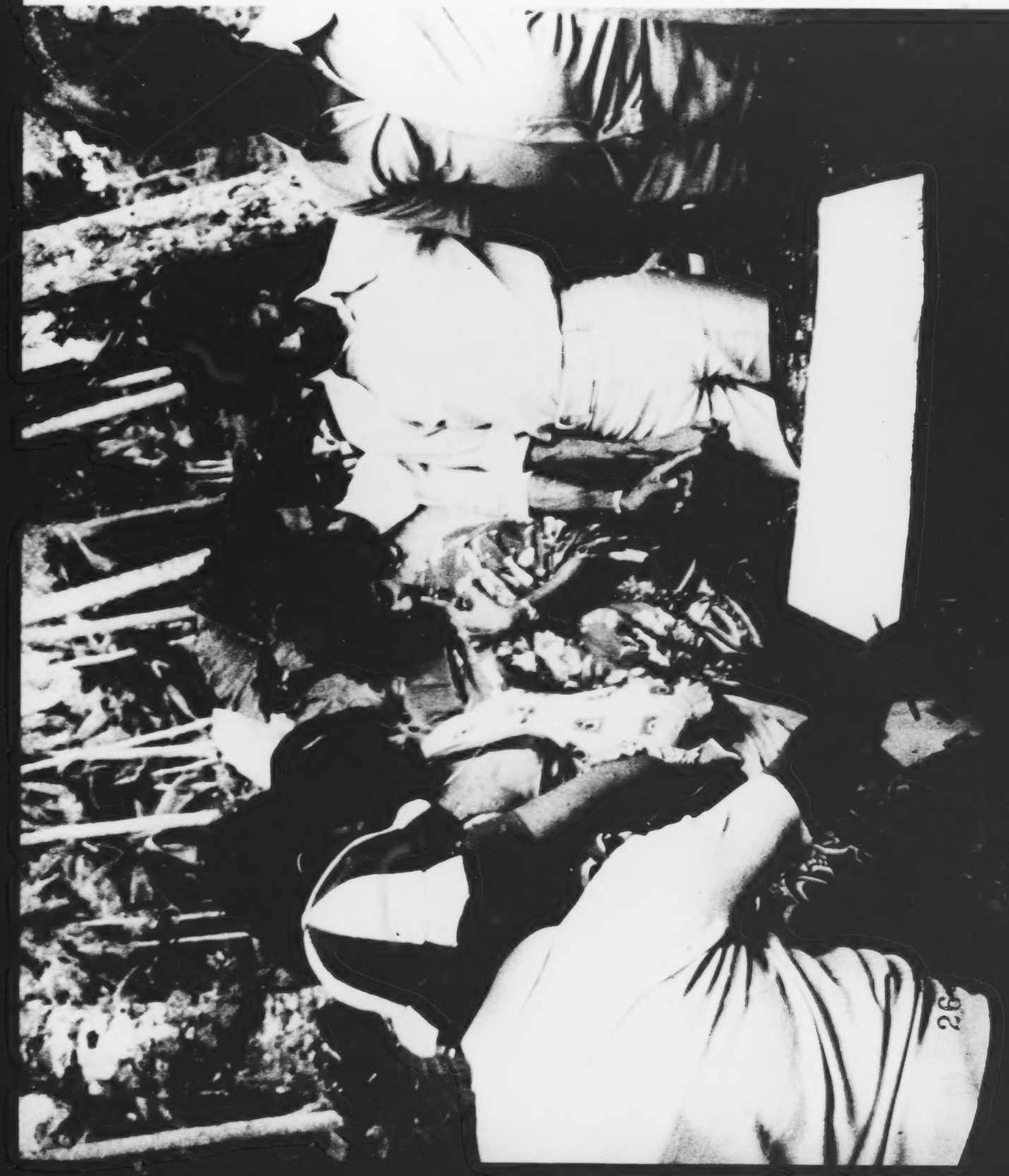
From a chick's first day to the time of laying, it will consume about 20-22 lbs. of mash.

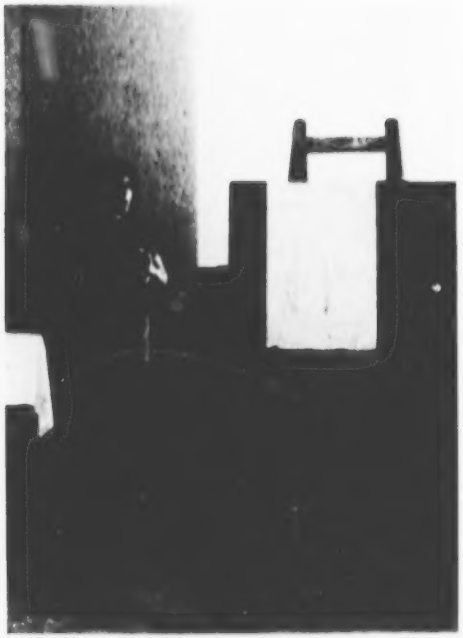
Common Diseases

Chickens are susceptible to many diseases and to vitamin and mineral deficiencies. Make sure your chickens receive all the immunizations (from the day they are hatched) needed in your area. Also, prepare a list of viral and bacterial infections and of parasites and how these ailments can be treated.

section V

painless planning





Section V

Painless Planning

Planning *can* be fun!

Planning can help people to move forward with the confidence and assurance that they will succeed. Good planning can help people reach their goals and increase their incomes, with smiles on their faces!

By now, your participants should have assessed their personal and community needs, identified resources needed to help them meet these needs, and explored income-generating and health-improvement options.

The next step is to decide firmly which options to pursue and to make specific plans for doing so. Actually, your participants have already begun the planning process in their earlier activities. This section will help them to take more definite action toward improving their health and increasing their incomes.

Therefore, the focus of this section is on...

- decision making/selecting an income-generating idea
- goal setting
- sequencing activities
- effectively using financial and other resources, and
- working together to bring about community change.

Throughout **NAVAMAGA**, we have been saying that the sequence in which the activities are used is not crucial. However, in this section, the first five activities should be used in order. You may want to go back and use another needs assessment activity or something on values or decision-making if your participants need more work in these areas before making a decision. After all, we want our PLANNING to be as enjoyable and as PAINLESS as possible!

What Work Do I Want?????

One of the first steps in selecting an income-generating project is exploring options and looking at their advantages and disadvantages. After actually selecting a type of work as a possibility, it's important to ask many questions and to get more information.

Note: Prior to this activity, participants should have explored income-generating options in other activities and identified one or more in which they are seriously interested.

Purpose: This activity will enable the group members to look at different work options for themselves and to examine in greater detail advantages and disadvantages of these options.

Materials: 2 cloth or paper puppets (example in handbook pocket — make your own out of socks or small paper bags), "Guidelines for Selecting an Income-Generating Project" (printed in the sidebar)

Time: Approximately 1½-2 hours

Process:

1. Before starting the session, set up an informal puppet stage. This can be a table turned on its side on the floor or on top of another table; a cardboard box; an easel or chalkboard; or whatever suitable materials you can find.
2. Ask for two volunteers from the group. Out of hearing range of the others, explain the drama to the volunteers. In the drama, the puppets will discuss how they could increase their incomes. Their discussion should include some of the ideas and issues raised in the activities on the particular income-generation areas being examined. Feel free to add your own ideas too. Make sure that the puppets discuss the advantages and disadvantages of the option(s). The drama should last from 5-10 minutes.
3. Now, begin the activity by explaining to the larger group that two "women" will be discussing some income-generating ideas. Ask them to watch and listen while the puppets offer some ideas.
4. Present the puppet drama.
5. Next, a discussion should begin with an analysis of the drama, then move to a selection of the work areas in which the participants are most interested. You could use the following questions to begin the discussion:
   - What did you think of the drama?
   - What do you think of Ms._____'s ideas? Ms._____'s ideas?
   - What did you agree with in the drama? Disagree with?
   - What area or topic interests you most, at this point? (Go around the circle and ask each to state his/her choice. Encourage participants to say what they feel and not just to follow others' ideas.)

(continued on the next page)

Guidelines for Selecting An Income Generation Activity

- What materials or equipment would be required to produce the product or crop?
- How much would these start-up materials cost?
- Who would buy the product or crop?
- How much would they pay?
- How far away is the potential buyer?
- What transportation problems might I have?
- What storage problems might I have?
- What skills and knowledge would I need to successfully grow my crop or produce my product?
- What facilities or land would be required?
- How long would it take me to get started?
- How long before I start to make a profit?
- Where could I get help or assistance for my project?
- How will my family benefit from this project?
- How can they be involved in this project?
- What long and short-term benefits does it offer?

Identifying the problem is half the battle!

What Work Do I Want????? (continued)

6. After each participant has stated his/her preference, post or write out "Guidelines for Selection of an Income-Generation Project".
7. Briefly explain and discuss each item on the checklist with the group. Next, ask the group to form smaller groups based on their selected area of income generation. That is, several may have selected poultry raising; ask them to meet together. Ask the gardeners to meet, etc. There may be someone without a partner (e.g., only one woman might want to learn small woodworking). However, try to match everyone with at least one other person, even if their topics differ, so that no one will have to work alone.
8. After the groups have formed, ask them to go through the checklist and discuss each point as it relates to their potential project. Encourage them to be realistic and face up to potential problems. Also, remind them that we can overcome most problems if we can identify the causes and chart a course toward a solution.

   Allow the groups 20-30 minutes to discuss their projects. Ask them to make notes on the discussion so that their concerns could be discussed at future sessions with resource persons.

Ideas for Future Sessions

At this point, resource people could be invited to attend future sessions to provide the participants with more information and to answer their questions before they decide on an income-generating activity. The participants could also be taken on a field trip around their village or to a nearby community or village (if transportation is available) to see projects and discuss ideas with other villagers and other resource people. Be sure to encourage the participants to identify resource people too. They probably will have some very good ideas!

— adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980.

Setting a Goal: Ring Toss

Each of us sets goals for ourselves almost everyday. We may be deciding how far to walk in the evening or how much land we will plant in one vegetable and how much in another. This activity will help us take a look at *how* we set goals.

Purpose: To experience setting and achieving (or not achieving) a goal and to examine accompanying feelings.

Materials: 3 rings and a peg, or 3 small objects (rocks, sticks) paper and pen for "scoring"

Time: 1 hour

Process:

1. Explain that we all set goals and that this activity is related to goal setting. Also explain that there is no "right" or "wrong" in this activity.
2. Explain that each person will have the chance to toss three rings onto the peg (or rocks onto a square of paper). Each person can decide how far away from the target he or she will stand for each toss. You can mark a line at three different distances. Each person can then stand for his/her turn where they want.
3. Ask each participant, one at a time, to come forward and try his/her luck. Have someone keep a record of how far away each person stands and how many times each hits the target.
4. When all have had their turn, begin a short discussion based on the following:

    - How did you decide your "goal", i.e., trying to successfully toss the rings from a particular distance?
    - How did you feel before, during, and after your turn?
    - Did you feel disappointed because you didn't reach your goal?
    - Did you take a "risk" and set a goal higher than you thought you could actually achieve?

Note: This activity should serve as an introduction to the process of setting goals.

—adapted from *A Manual and Resource Book for Popular Participation Training*, United Nations, New York, 1978.

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A Goal for Me

If we don't have a clear idea of our desired destination, we may end up going where we don't want to go!

GOALS help us to clarify our ideas and give direction to our plans. Give much attention to this activity on goal setting. Without clear goals, your participants may not accomplish what they want within a realistic time frame. This will only lead to discouragement.

Purpose: This activity is divided into three parts. You should use all three parts with your participants and the parts should be used in the same order as they are presented here, in the handbook.
In Part I, the participants will learn to distinguish between clear and unclear goals. In Part II, they will take the first step toward planning to meet their goals.

Materials: 1 piece of paper and pencil or pen per participant, 7-8 cm. (3-4") diameter cardboard circles or squares for making goal tags, supplies for making goal tags (colored paper, markers, flowers, leaves, old magazines or pictures, crayons, glue or tape, etc.)

Time: 3-4 hours for all three parts

Process:

Part I

1. Begin by explaining that too often projects fail in the community or village because the goal was unclear or the plan wasn't a good one, or if it was good, it wasn't carried out properly. Explain that we will try to eliminate one of these potential pitfalls by learning together how to state clear goals that will help us to make a good plan and to put that plan into action.
2. Write the following on a chalkboard or on newsprint.

   A GOAL describes
   WHAT we will do
   HOW we will do it, and
   WHEN we will do it.

   You can give some examples of good goals such as:
   - "I will build a three-room house with the help of my two brothers and a loan from the bank within the next 6 months."
   - "I will increase my income by 20% over the next 6 months by selling vegetables in the marketplace."
   - Add a few of your own good, clear goal statements as examples.
3. Ask the participants to list some clear goal statements. Ask them to apply the WHAT, HOW, WHEN check to see if they are really good clear goals.
4. After the group has practiced enough so that they are consistently stating good, clear goals, ask them to listen carefully as you read the goal statements below. You could write these out beforehand and post them, at this time, in the room.

5. After you read each statement, ask the participants to raise their hands if they think it is a clear statement. Then, after reading and voting on each statement, ask the participants to restate goals they thought were unclear so that the goals are clearly stated.
    - Maria will increase her income by selling geese.
    - Abraham will have a happy life.
    - My mother wants to earn 500 rupees by the end of six months.
    - I hope to increase my corn yield by 10% during the next growing season by using new fertilizer and herbicides.
    - My son wants to improve his reading ability by reading one additional book each month by the next twelve months.
    - Our co-op hopes to increase its membership by 20% by having a fair next month.
    - Anjulie wants to raise more groundnuts.
    - Christina's father wants to improve their house.

    Now the participants should be ready to begin writing their own goals. Help them to remember to be clear by stating

    WHAT they will do,
    HOW they will do it, and
    WHEN they will do it.

PART II

1. Explain to the participants that now, since they know how to write clear goals, they should begin to think about a goal they would like to have for themselves.
2. Ask the participants to think about how they would like their lives to be five years from now. Encourage them to think about things like: where they would like to be living, with whom, what they would like to be doing, how they might be feeling, etc. Ask each person to write down a few notes to help them remember their "futures."
3. As soon as all have completed their "futures" notes, ask them, if they are willing, to go around the circle and briefly share their ideas and dreams for the future.
4. Now have the participants go to separate places in the room. This physical separation will help them think about their own goals. Explain that it's now time to choose a goal. Say that you'd like everyone to choose a goal that can be achieved within the next 5 months. Explain that the "futures" stories can be called long-term goals. We need to have many short-term goals to reach the long-term goals.

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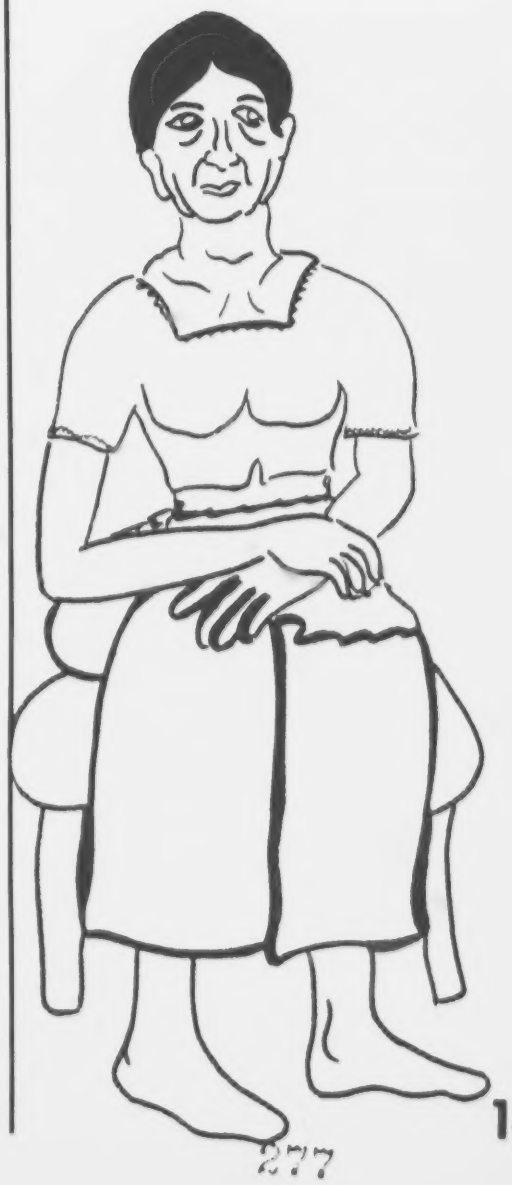


A Goal for Me (continued)

Remind them that their goal should be clear. Tell them to test it with WHAT, HOW and WHEN. Ask them to close their eyes and think of a goal they would like to work on. Allow a few minutes for this part of the training activity.

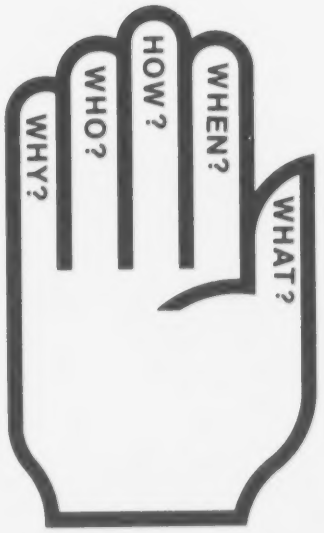
5. When everyone is ready with his/her goal, have the participants meet in pairs to tell their goals and to make sure that the goals are short-term and clear. (Reminder: *clear* means that the goal includes: *what*, *how* and *when*.) While the pairs are meeting, visit each one to check on the goals chosen. If participants have not really identified a goal or have not made the goal short-term and clear, help them to do so.
6. The participants can now make goal tags. Tell them not to put their names on the tags. Show them the supplies and explain that they can make any design they want. The design should be something that they feel represents their goal. It need not be realistic. In fact, encourage creativity! Partners can help each other with ideas if they wish.
7. Ask the participants to form the large circle again. Ask each one to show his/her goal tag, explain the goal they have chosen, and why they chose this particular goal.
8. Explain that in the next session, each person will have the chance to plan for achieving his/her goal. Collect the goal tags at the end of the session and tell the participants that you will return them at the next session.

PART III

1. Just for fun (and to remind everyone of each other's goal!) pass out the goal tags at random. Then, go around the circle and see if each person can guess whose goal tag he/she has.
2. Now that the content of all the goal tags has been reinforced through the mix and match exercise, ask each person to look again at his/her goal tag and to read it aloud to the group (one at a time) if it has not already been read in step 1.
3. Explain that this is the third and last activity in "goal setting." It is also an introduction of sorts to the planning process. Actually planning begins with needs assessment. Then, the next step is setting the goal.

4. Explain that planning is something we do everyday. You can give some examples where planning is required in our everyday lives: planting crops, building a house, making a dress, planning a wedding, etc. See if the participants can come up with some examples, too, from their own lives and experiences.
5. After discussing a few things the participants have done and the action plans they have used, introduce the "five friends" of planning (listed in the sidebar).
6. Now ask the participants to play a short "memory game" to help them learn the "five friends." Ask all of the participants to stand up. Go around the circle and have each participant name the "five friends" on their fingers. Anyone who succeeds can sit down; anyone who doesn't must try again the next time around. Keep going around the circle until each participant has listed the "five friends" correctly.
7. With the "five friends" in mind, the participants are ready to make their own action plans for achieving their goals. Divide the participants into groups of three. Give each participant paper and a pencil. Ask them to trace their hand on the paper. In the small groups, each participant should discuss an action plan using the fingers on the hand she drew. The other two members of the group should help make the plan.
   The hand drawing will create a stronger image of the "five friends" in the participants' minds. Illiterate groups can use the hand as a sort of guide. Literate groups can write their plans next to the fingers while using the fingers as a "checklist" to make sure they haven't forgotten an important aspect of their action plan.
8. Now bring the small groups back to the circle. Ask the participants if they had any difficulty in making their plans and what the problems were. Encourage them to talk about difficulties. Explain that it's natural to have some trouble at first. Ask the participants to explain their plans, one by one, to the group. Finally, ask if everyone feels sure about his/her action plan. Offer suggestions to those who do not.

— adapted from *Women Working Together for Personal, Economic and Community Development* by Suzanne Kindervatter, Overseas Education Fund, 1980.



Five Friends of Planning

WHY?
The reasons for working toward a goal (motivation).

WHO?
The person(s) who will carry out the plan.

HOW?
The specific steps or tasks required.

WHEN?
The time needed for each step and the date the goal will be achieved.

WHAT?
The personal and community resources needed.

The greatest success comes when we learn to keep with where we are.
Do not count the harvest while ploughing.
Do each task for its own sake, making it perfect.
All other perfection follows.

—*I Ching,* Chinese book of wisdom

Planning to Solve the Problem: Making a Cup of Tea or Starting an Income-Generating Project

Often we fail to get where we want to go because we didn't plan well. Perhaps we forgot to do something that was important. Or, perhaps we did things in the wrong order. Or maybe we didn't have all of the necessary resources. Sometimes, too, we become so fixed on the destination that we forget the journey! The following activity will help us to see the importance of planning well.

Part I

Purpose: To provide the group members with the experience of 1) identifying a goal related to a need, 2) listing tasks (or "things to be done"), 3) identifying resources, 4) setting priorities, and 5) sequencing tasks.

Note: **The activity has two parts. Part I will apply the above-stated purpose to a very familiar activity, such as making a cup of tea. You could also apply the process to "making a pot of rice," "preparing for a guest," or any other familiar activity. Part II enables the group members to apply the principles to a less familiar activity, such as "starting a poultry project" or "building a latrine." Part I provides the practice and lays the groundwork for Part II. Part I can be used alone as an activity or combined with Part II.**

Materials: Paper or cloth "Planning Chart" (see directions and example); small folded pieces of paper to be placed on the planning chart; pens or pencils; tacks or nails for hanging the chart.

Time: 1-2 hours

Process:

1. Introduce the activity by explaining that five steps — identifying needs/stating goals, listing tasks, identifying resources, setting priorities, and sequencing tasks — are essential to almost any planning effort. Explain that today we will look at a very familiar activity, something we do every day: Making a cup of tea. Often, when we are very familiar with an activity, we go through a series of steps automatically. When we did the activity, we followed a plan without even thinking of it in those terms.
2. Now, on a piece of paper write "NEED: I am thirsty." Then write "GOAL: Making a cup of tea" on another piece of paper. A goal is something we try to achieve to eliminate a need. Post the *need* and *goal* cards on the planning chart.
3. Ask for a volunteer or two to record resources and tasks. A task is a specific action or step we need to do to reach our goal. Therefore, our first

activity will be listing or defining our tasks, such as starting the fire. *Note:* One of the first *tasks* should be identifying and assembling resources. Some of the tasks usually listed are

- getting the tea
- getting the tea cup, etc.
- starting the fire
- boiling the water, etc.

One DO training group came up with 26 steps, or tasks!

4. After each task is written on a slip of paper, fold it, and put it on the chart. We are not concerned with the order, or sequencing, at this point.
5. Once all tasks have been listed, ask which should be done first. Have a volunteer place it on the chart at the beginning. If several tasks can occur at the same time, they can be placed on top of each other. For instance, if you measure the milk and sugar and place it in the cup while the tea is brewing, the task on the chart would look like the example in the sidebar. During this process, the participants will often discover that they have failed to list an important task. If they discover this, allow them to list the task and place it in the proper sequence.
6. Once all the tasks have been listed and placed in proper sequence on the chart, ask someone to read through the chart. Often group members disagree over the sequence. Some may have to do one task at one time, others at another. But certain tasks, obviously, must not be done in order or the goal will not be reached. For example, the tea could not be brewed before the water had boiled.
7. A short discussion centered around these questions could follow the planning chart activity:
   - Why do we need to identify resources?
   - Why is proper sequencing important?
   - What happens if resources are forgotten or tasks not completed?
   - What did you learn from this process?
   - How did you feel during the activity?

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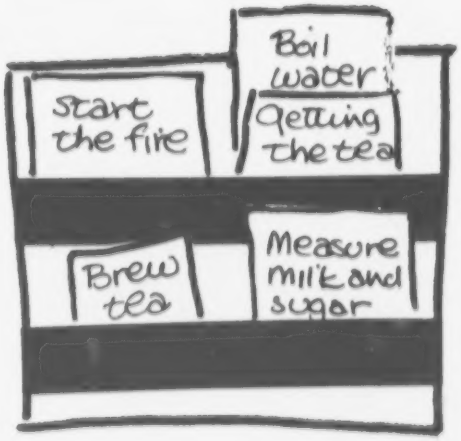


Making a Planning Chart

To make a flexible planning chart you will need a large piece of cardboard or poster board and several heavy strips of paper as wide as the large board. Glue the bottoms and ends of the strips to the board. Folded slips of paper containing "tasks" can then be inserted into the "pocket" made by the strips.

—adapted from *The Impertinent PERT Chart* by Lyra Srinavasan, World Education, New York, 1977.

Our objective is not to be "well-liked," but to support people in their process of growth, whether they like it at the moment or not. In the short run many persons would rather be dependent than alive and growing. So we can't just do whatever people say they want us to do. In the long run, persons appreciate the ones who help them to grow, not the ones upon whom they have become dependent.

—The Liklik Book

Planning to Solve the Problem (continued)

Part II

Part II can be used effectively with any health or income-generating activity. If it is used *before* meeting with the resource person, the resource person can review the plan and make necessary revisions. If it is used *after* the meeting with the resource person, the process will allow the participants a chance to apply what they've learned.

Purpose: To apply the principles learned in Part I to planning a small scale health or income-generating activity.

Materials: Same as Part I

Time: 1-2 hours

Process:

1. The basic process is the same as that used in Part I. However, the goal, tasks and sequence will be different. The participants should decide on a goal based on a real need. For example, it could be "to start and be getting eggs from an income-generating poultry activity within 6 months." or "To improve family health by installing and using ten new latrines by the end of three months."
2. Follow the same steps as followed in Part I.
3. It's very important that the participants themselves actually work through this planning process. Even if you, as an experienced field worker, feel you know the tasks and proper sequencing, *do not do the work for the participants.* Allow them the opportunity to learn by doing it themselves. You, of course, can guide and offer advice, but let the participants play the major role.

Goats for Beddegama . . . Resources for You!

We often need *resources* to get our projects started. But we don't always need money. Too often people become discouraged at the beginning of a project because they think they need money that they don't have. When beginning to think about new projects to increase family income or improve health, try to think in terms of "needed resources," not just money.

This activity was used during the DO training to help a particular DO get ideas for how he could begin a very well planned, but money-poor, goat-raising project. It will help your participants to identify ways to get resources they need, including money but not *only* money.

Purpose: To enable the participants to identify ways to get needed resources for small-scale project implementation.

Materials: Chalkboard and chalk or newsprint and markers, flannelboard and people flannelboard figures (optional).

Time: 1-1½ hours

Process:

1. Explain to the participants that today they will be dealing with the problem of obtaining resources needed to begin their income-generating projects.
2. Read the story in the sidebar to the participants. You could use flannelboard figures, if you wish, to illustrate the story.
3. At this point, ask your participants how they would deal with the situation. Ask them to divide into small groups, four or five persons per group, and see if they can help the women of Beddegama. Ask each group to take 15 minutes and BRAINSTORM ways women could solve their problem. Note: We are *not* focusing only on how could they get money to buy the goats. That is looking at the problem too narrowly (see step 6 for broader suggestions).
4. After 15 minutes, ask the small groups to share their ideas with the others. Have a volunteer record the ideas on the chalkboard or newsprint.
5. A brief discussion could follow, beginning with these questions:
   - Are you surprised at the number of ideas we have for getting resources?
   - How many of these ideas have you actually tried?
   - What happened when you tried them?
   - Could any of these methods, or ideas, be combined?
   - How?

(continued on next page)

Goat Story

"Goats! Yes! That's what we need in our village," the women of Beddegama, in the northern part of the island, decided.

They had been working with their Development Officer for several weeks, exploring options for increasing their incomes and improving their families' health.

At last they had decided that goat rearing was a project that was of interest to several of them. Goats require little care and thrive in the hot, dry northern island climate.

The women had also explored the *resources* they would need to successfully undertake such a project.

They first looked at the prospect of marketing the goats. No problem there. Goats were in demand. There was a ready market with no transportation problems.

Next, they looked at the goats' needs: food, shelter, vet care. Food was not a problem because the goats could forage in the nearby jungle bush. Shelter seemed to be a problem at first, but after talking with the local vet surgeon, the women realized that they could easily build leantos from readily available materials that grew in the jungle.

The vet surgeon also assured the women that required vet services would be minimal. He was very helpful and offered to guide the women through their project.

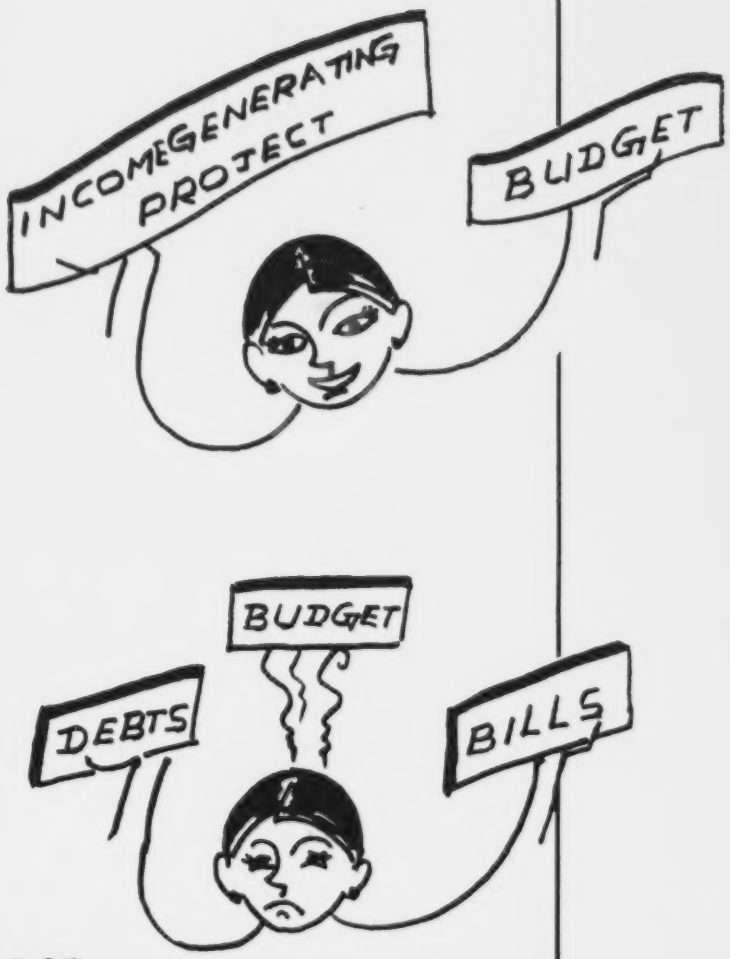
Now, the women had only one problem: how to buy the goats!

The resourceful Development Officer had carefully studied the situation and found that he could purchase 60 goats (3 per woman) at a nearby farm for a very reasonable price.

This was good news, but the poor women had nothing with which to purchase their goats, even at a discount.

What could they do?

Goats for Beddegama . . .
Resources for You! (continued)



6. During the DO training, the DOs came up with many ideas for obtaining resources. These are some of their ideas. You can share these with your participants if they haven't already mentioned them:
    1. To get funds for a larger project, first start with a smaller project.
    2. Start small (for example, start with one goat instead of three).
    3. Exchange goods and services with neighbors.
    4. "Seetu" — each month each woman would contribute 40 rupees. During the first month, one woman would get all the money. She could buy her goat and begin the project. The next month each would again contribute 40 rupees, and the second woman would buy her goat. Draw names to see who should get the goat each month.
    5. "Paddy Seetu" — before cooking rice, each woman puts a handful aside and saves it to sell at the end of the month.
    6. Try to do short-term, hourly work on a contract basis, such as clearing land, cultivation, harvesting, etc. Form a society to get the needed women to work, pay them a fair share, then put the remainder of the money into the society.
    7. Look to wealthy neighbors, relatives, and villagers for assistance — especially for transportation.
    8. Appeal to wealthier villagers for a small amount of aid to have a larger fundraising effort such as a film show. Then repay the wealthier villager.
    9. Enlist talented friends or neighbors to participate in a benefit show for free. Then charge admission.
    10. Have a "Bring and Buy" fair.
7. Encourage the participants to go home and try to bring one new "resource-getting or saving" idea with them to the next meeting.

How Much to Spend on What?

By examining our family income and expenditures, we can begin to gain more control over our financial situations. Likewise, once we can efficiently manage our family incomes, we will be better prepared to manage increased incomes from income-generating projects.

Purpose: To increase the participants' awareness of spending patterns and to identify ways to adjust their spending and/or increase income to ease financial strain.

Materials: Flannelboard, flannelboard figures (3 families), "profiles" of 3 families (in sidebar), paper, pens.

Time: 2 hours

Process:

1. Explain that today's session is designed to help the participants look at spending patterns and budgets.
2. Ask them to listen as you tell the story of three families' financial situations. A volunteer could assist you by placing the flannelboard figures.
3. After listening to the stories, divide the group into three groups. Each group will take one family and draw up a budget. That is, they will decide what items their group's family will need to have and how much money should be set aside for each category. If the family doesn't have enough money, the group could look at how the family could draw upon other resources (not necessarily financial) to meet its needs. For example, they could grow more of their own food. (*Note:* Often the group with the lowest income gets very frustrated. Accept the frustration, but encourage members to try to work together to overcome the problems.)
4. After each group has discussed its family (15 minutes), ask them to rejoin the larger group and share their results.
5. The next step is to have each participant examine his/her own family budget. Since finances are personal, some may not want to discuss them in a group. Ask them to go home and look at their own family budget in the same way we have looked at the Perera, Chandrasena, and Premadasa families. When they have their next meeting, anyone who wants to can bring questions or ideas to share.

Three Families

Family #1

Mr. Perera is a clerk whose monthly salary is 1300 rupees. His wife stays at home.They have an 18 year old daughter named Rupa who does not attend school. Their two sons, Upali and Raja, ages 16 and 14, go to school on their bicycles. The youngest daughter, Nadini, age 10, travels to the school in town by bus. They live in a rented house costing 150 rupees per month.

Family #2

Chandrasena is a village farmer and his working income is about 80 rupees. His wife Karuna earns 100 rupees by selling the extra eggs from her poultry project. They have two daughters, Kaliyani and Mala, ages 8 and 6, and a son, Nimel, age 5. They all go to the village school nearby. They live in their own home.

Family #3

Premadasa is a laborer earning 15 rupees per day. His wife, Leeladee, stays at home. Their four oldest children are daughters Sita, Nita, Hema, and Soma, aged 10, 8, 7, and 6. The youngest is a baby boy named Tissa. The children, aged 8 and 7 are the only ones going to the neighborhood school. They get free food stamps for the whole family.

A Tale of a Small Business

The seamstress seemed to have a successful and growing business. She employed three other seamstresses and sold many clothes through her shop. She recently started to make school uniforms on contract to local shops. Her business was growing very rapidly. She decided that she needed a loan to buy two more sewing machines, since she had so many orders.

The seamstress had never worked out the cost of the clothes she made. But, since the schools asked for quotations based on samples, the seamstress carefully worked out the amount of cloth, buttons and thread needed for each uniform. She also estimated how long it would take a seamstress to cut out and sew the uniform. She added the cost of the uniform to the seamstress' wages and then added 10% profit.

However, closer study showed that she should have added at least 25% to the cost of materials and labor to cover "overhead" such as the cost of new sewing machines, rent and maintenance. The seamstress was, therefore, losing money on every uniform and would actually increase her losses by buying two more machines.

— adapted from
Consultancy for Small Business
by Malcolm Harper, Intermediate Technology Publications, Ltd., London, 1979.

Managing a Small-Scale Project
More Money is Not Always the Answer!

Sometimes we fail to see a solution to our problem because we haven't correctly defined our problem. People often think more money is the answer to most business problems. But, sometimes we can solve our problems by better managing our resources. In fact, more money sometimes makes the problem worse!

Purpose: To provide planning guidelines to help steer participants in the right direction. NOTE: If your participants are already involved in income-generating projects, use this activity to identify possible trouble spots.

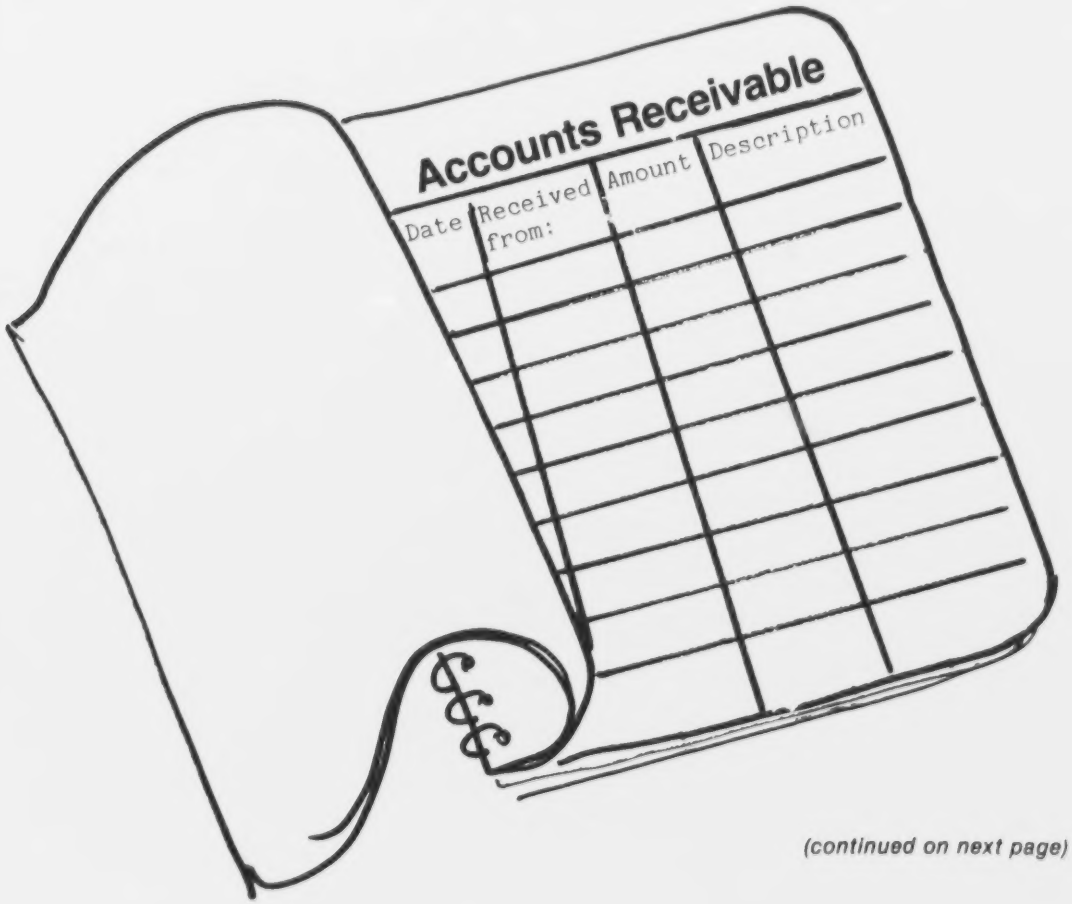
Materials: "A Tale of Small Business" (in the sidebar), chalkboard and chalk or newsprint and markers.

Time: 1-1½ hours

Process:

1. Explain that we'll be taking a look at potential problems in project managing and how we can deal with these problems.
2. Begin by reading (or having a volunteer read) the description on the side of a small business that had some problems.
3. Ask the participants to think about the case study and suggest what might have been the seamstress' *real* problem? Why didn't she need more money?
4. Keeping the tale of the seamstress in mind, ask the participants to turn their attention to their own projects and problems. If the participants haven't yet started their projects, they could use this activity as an opportunity to develop guidelines for their future small-scale project management.
5. Ask the participants to answer the following questions if they can:
   - How much did you spend at the beginning of your project to get started?
   - How much have you spent since?
   - How much do you receive and how much do you spend each month?
   - How safe is your cash?
   - Do you keep a separate cash box?
   - Do you buy any materials on credit?
   - Do you have a record of what you owe other people?
   - Do you sell your products on credit?
   - Do you keep a record of how much other people owe you?

6. The questions in step 5 may be hard to answer. That's to be expected. Right now, participants need to learn that keeping accurate records is the first step in managing a successful business project. Two kinds of records are necessary to start a business: a record that shows the money received from what is sold (this is called "accounts receivable") and a record that shows how much is spent to produce the product or sell the service (this is called "accounts payable"). These charts show how participants can set up a notebook to keep their records.



(continued on next page)

Starting a Small Business

Whatever the level and size of your projects, you should always give thought and attention to the following major considerations:

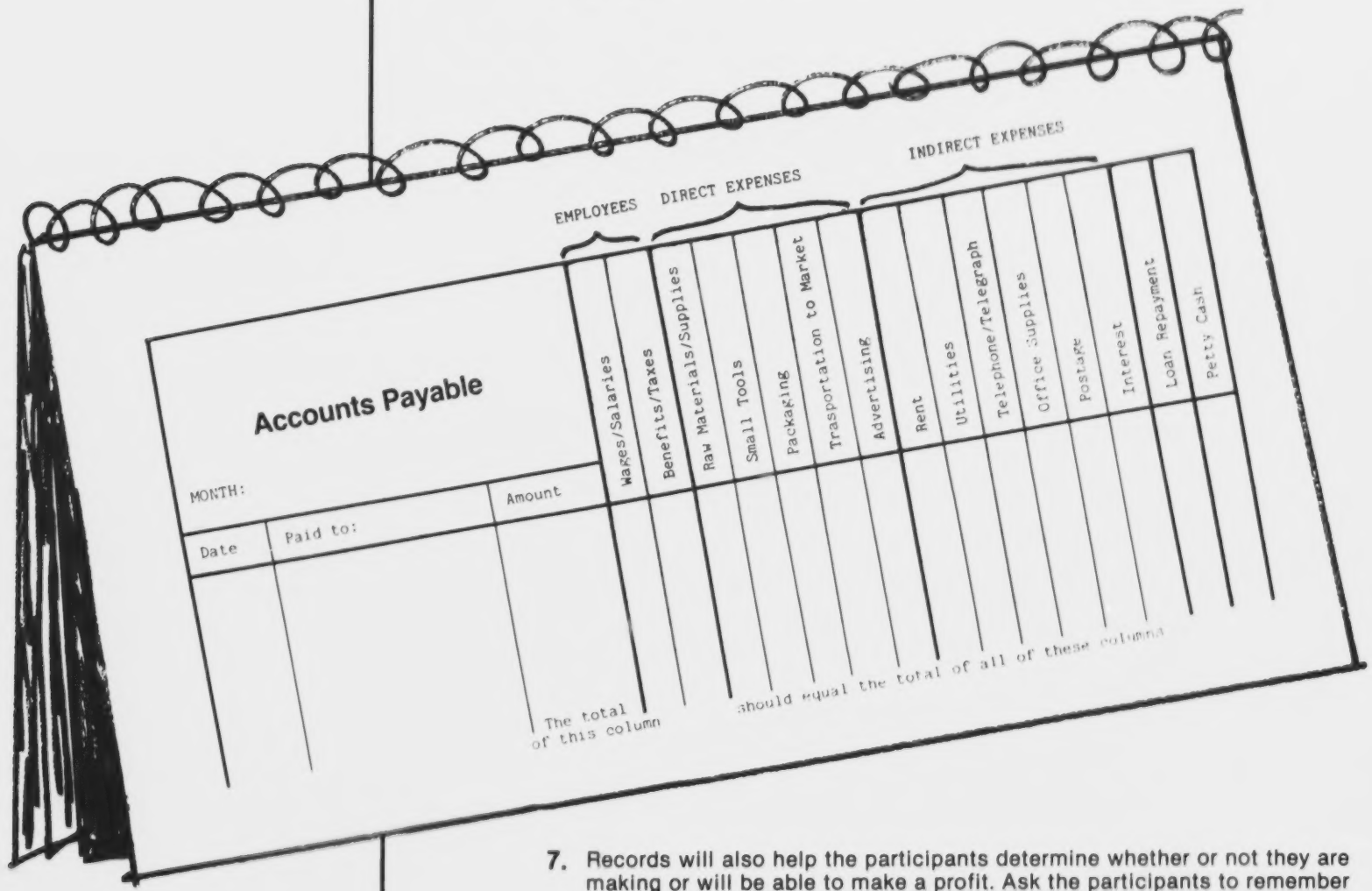
Marketability
Who will buy the product?
For what price?
How often? (Note: See the activity on "Beekeeping" for more detailed marketing guidelines.)

Start-up and Production Costs:
How much will it cost to produce the item?
How much of a profit can be made?

Production Steps:
How will this item be made or product be produced?
What assistance might be needed from others?
Is this needed assistance readily available?
How will you continually evaluate your project?

Record Keeping:
What kind of records should you keep to show time and money spent and income earned?

Managing a Small-Scale Project (continued)



7. Records will also help the participants determine whether or not they are making or will be able to make a profit. Ask the participants to remember the seamstress in the story. She had a lot of business, but in fact, she was losing money. The following format will help the participants to determine or estimate their profit level:

Profit/Loss Worksheet

A	TOTAL MONTHLY SALES		$_____
	MONTHLY EXPENSES		
	I. Employees		
	Wages/Salaries	$_____	
	Benefits/Taxes	_____	
	TOTAL EMPLOYEES		$_____
	II. Direct Expenses		
	Raw Materials/Supplies	$_____	
	Small Tools	_____	
	Packaging	_____	
	Transportation to Market	_____	
	Advertising	_____	
	TOTAL DIRECT EXPENSES		$_____
	III. Indirect Expenses		
	Rent	$_____	
	Utilities	_____	
	Telephone/Telegraph	_____	
	Office Supplies	_____	
	Postage	_____	
	Interest	_____	
	TOTAL INDIRECT EXPENSES		$_____
	IV. Loan Repayment		$_____
	V. Petty Cash		$_____
B	TOTAL MONTHLY EXPENSES (Totals of I-V)		$_____
	TOTAL PROFIT (OR LOSS)		$_____

8. To calculate profit, merely subtract the total of "B" from "A." For example, if total monthly sales equal 1000 rupees and the total of all items for total monthly expenses equals 800 rupees, the income-generating project has made a profit of 200 rupees.

   Encourage the participants to take these ideas and worksheets home with them to devise their own systems. As "homework" for next week, ask the participants to come with answers to the various questions (if they can) and a profit statement or projection.

Working Together for Community Change

"Community development" is a very broad term that can be defined in many ways. Generally it means "people working together to bring about needed change." Development, though, differs from mere change because development means *positive* change.

Often we encounter problems that are too big or difficult for just one person or family to solve. This is when we must turn to each other and pool our efforts and resources in order to bring about the changes needed to improve the situation.

Purpose: This activity will provide the group members with the opportunity to identify community problems and learn how one village worked together to institute positive change.

Materials: Several copies of the case study.

Time: 1-1½ hours

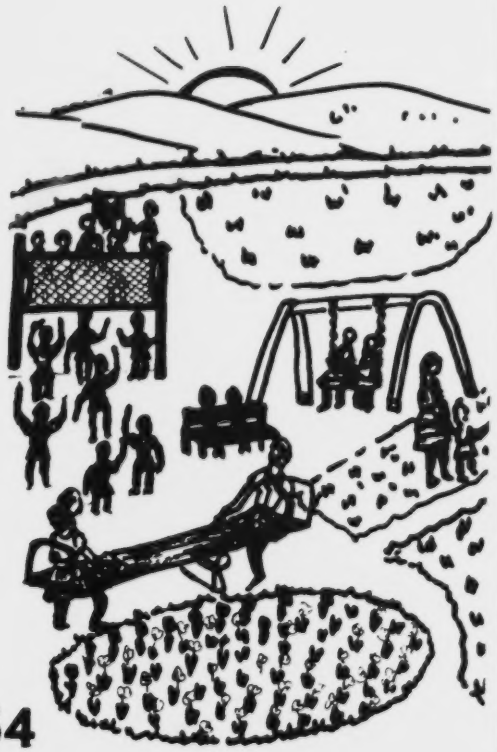
Process:

1. Explain to the group that you will be looking at another community, through a case study, to identify how a community can work to bring about needed change.
2. Read, or have a volunteer from the group read, the case study. Then re-read the case study or distribute it to the group and have them reread it silently.
3. Ask them now to meet together in small groups (five or six per group) to discuss the following questions. Post the problems or write on chalkboard. Allow 30 minutes for this small group work.

    - What problems were faced by the villagers?
    - To whom did they go for assistance in solving their problems?
    - What solutions did they develop?
    - How could they have solved their problems without using loans and depending on government relief schemes?
    - Are the changes realistic?
    - Does your village have these or similar problems?
    - If so, what steps have been taken to make needed changes?

After the small groups have completed their work, ask a member from each group to share high points of their discussion with the others.

Finally, ask the group what conclusions could be drawn from the case study and discussion that could be used in their communities.



A Case Study

Salligama* is a village in Kegalle District in the central region of Sri Lanka. This village is inhabited by fifty families. According to a survey conducted, the income of the villagers was very low and the standard of health very poor.

The villagers met with officials to discuss their hardships. They learned from the officials about the causes of malnutrition and poor sanitation and health care. The talk on "the danger of malnutrition" given by the Public Health Inspector really made them open their eyes!

From these discussions, the group of villagers suggested possible ways they could improve their incomes and their health standards. Of the suggestions, the best and most feasible was cattle-raising.

The main obstacle to putting the cattle-raising into action was the lack of funds.

One villager in the group said that a group of people in the adjoining village had obtained bank loans to purchase some cows. The villagers decided to try to get bank loans for their dairy project.

With the assistance of a government official, arrangements were made to obtain loans. Then, with the approval of a veterinary surgeon, fifteen cows were supplied to the village. The required training in cattle-raising and care was provided by the vet surgeon. And under a government sponsored program, bare lands were planted with grass and converted into pasture.

Soon, the village cows were providing milk for the families. The children who had been malnourished were strengthened by the pure, fresh milk and went to school happy and content. And excess milk was sold to neighbors, thereby providing the villagers with an opportunity to earn extra income.

Seeing the remarkable change that was taking place among the villagers who had begun cattle-raising, other villagers began to follow suit. Eventually the supply of milk in the village greatly exceeded the demand and milk was sold to the National Milk Board as another source of income for the villagers.

Dairy farming helped improve the villagers' home gardens, too, with the rich compost made from cow dung. An agricultural instructor helped them learn to make compost and bio-gas.

*A fictitious name

Irrigators guide the water;
Fletchers straighten arrows;
Carpenters bend wood;
Wise men and women
Shape themselves.

—The Dhammapada

Your Guide to the Handbook Pocket

This handbook pocket provides examples of materials to use with your training groups. Each drawing included has the name of the corresponding training activity in the top right corner. Some drawings can be used in a number of activities!

While a few of the drawings may be able to be used as they are in the pocket, others will have to be re-drawn or made into flannelboard figures or puppets. A few simple hints for the drawings, flannelboards, and puppets are included here. You might want to ask a participant who likes to draw to help you prepare these materials.

Here are a few suggestions of how to best use these pocket materials:

1 Feel free to adapt the storycards or figures to look more like the people in your community. The participants will have an easier time identifying with familiar-looking characters.

2 Remember to make your drawings *simple* and *big* so that everyone will be able to see them easily. One quick way to see if the drawings are big enough is to have a friend stand at the farthest distance at the training site from where the trainer will be standing and hold up the drawings for him/her to see.

3 Many of the materials in the pocket need to be made into flannelboard figures so that they can be easily displayed during the training activity. Here are some tips on making a flannelboard and flannelboard figures:

A flannelboard is a display board on which you can easily place and remove pictures. It consists of:

- a frame with a firm surface made of boards, plywood, fiberboard, masonite, or strong cardboard.
- a large sheet of flannel or soft cloth stretched over the frame.
- some sort of stand to hold it up (even a chair will do!).

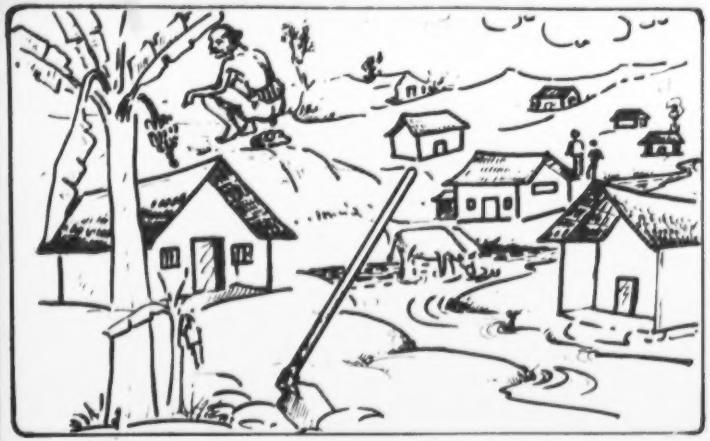
Pictures for the flannelboard can be drawn or cut out from magazines or posters. Glue flannel, sandpaper or soft cloth on the backs of the pictures so they will stick to the flannelboard.

If you don't have the materials to make a flannelboard, use your imagination! For the display board, you could use a blanket folded over the back of a chair. To make the pictures stay in place, make a paste of flour and water and smear it on the back of the pictures. Then sprinkle wheat chaff (the waste husks of the grain) or rice hulls over the wet paste. The tiny barbs of the chaff or hulls work better than sandpaper or flannel to hold the pictures on the blanket.

—adopted from *Helping Health Workers Learn* by David Werner, Hesperian Foundation, Ca., 1982.

4 In some cases, you may prefer to make puppets instead of flannelboard figures. This can be easily done by cutting out figures from cardboard or a similar firm surface. Then attach a stick to the backs of the figures so that you or the participants can easily hold the puppets during the skits.

Reflection/Evaluation: A Stranger Wants to Know
Nutrition: The Food We Eat
Family Planning: Another Child?
What Work Do I Want?



Environmental Sanitation Story Cards

Seeing Differently

Environmental Sanitation: Improving Our Village

A Woman

—adapted from drawing by W.E. Hill,
in *Puck*, November 6, 1905.

A Family With Problems

What Do You See?

Where to Go for Proper Assistance

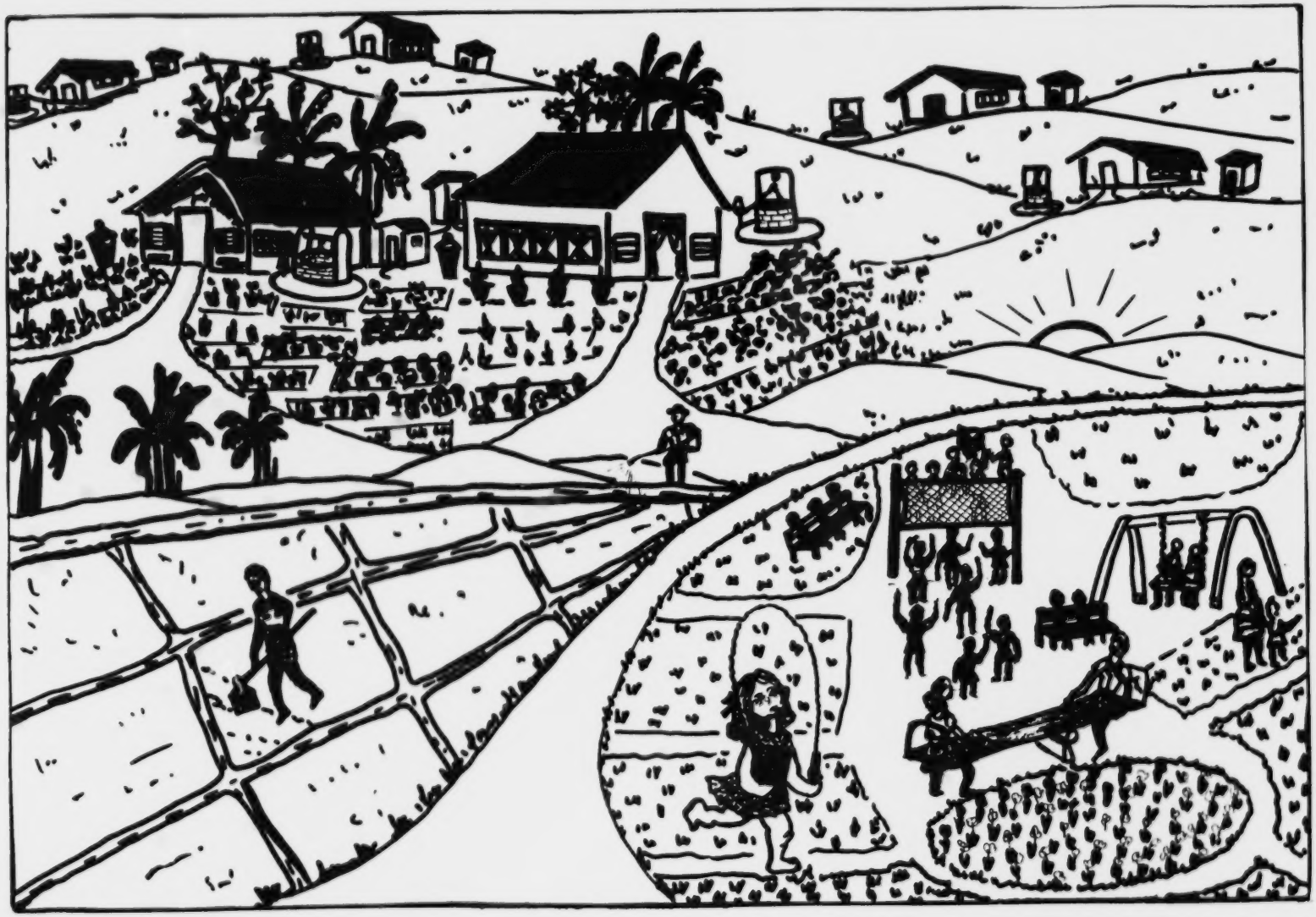
"Before" Village

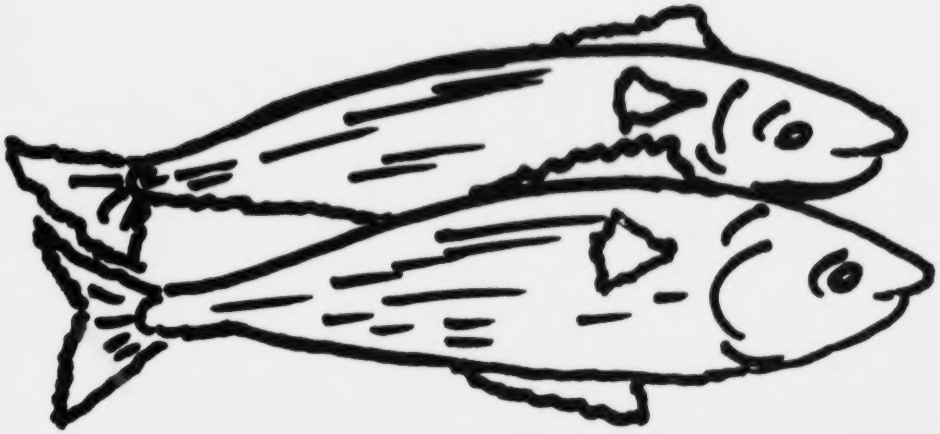
Helping Each Other to Change

Picture/Story Needs Assessment

"After" Village

Helping Each Other to Change





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Worms Poster

Preventive Health: Planning for Healthy Lives

Sugar/Salt Solution Story Cards

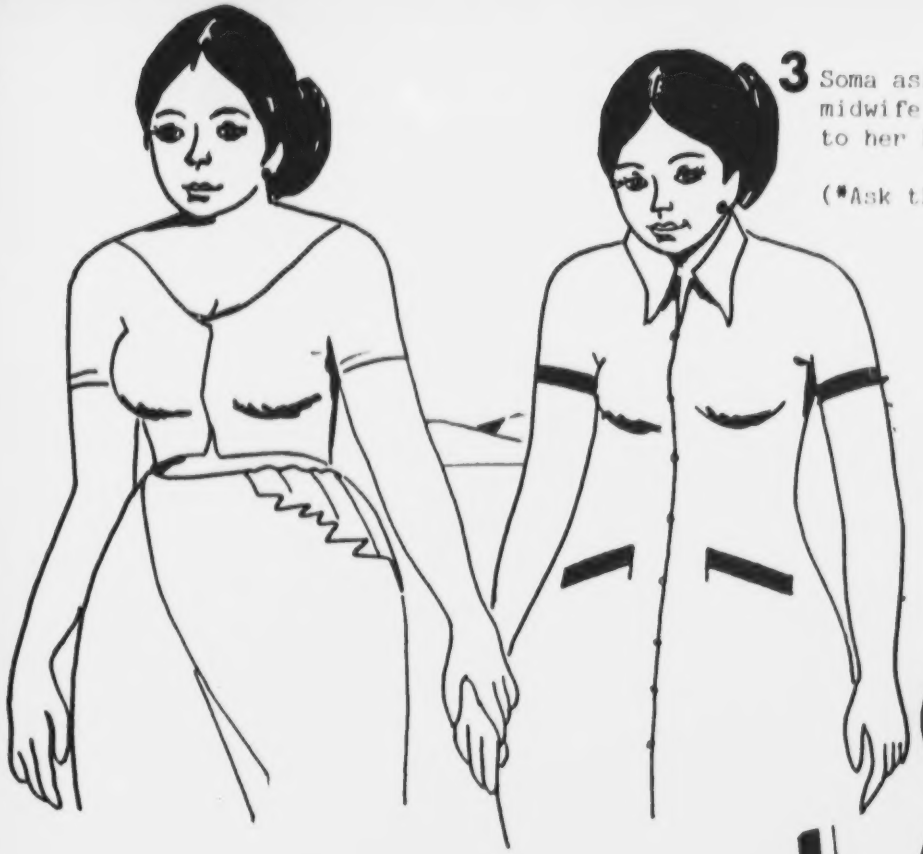
Child/Maternal Health: How Sugar, Salt and Water Can Save Lives

1 We'd like to introduce to you Soma and her daughter Rani. Rani is now 7 months old and because of her mother's good care she is a plump and healthy baby.

(* Here you might give some advice about good child-care practices; for instance, explain that Soma breastfeeds her daughter; and that since reaching 6 months, Rani is also given foods such as mashed fruits or fruit juice, and rice porridge with fish or tofu and mashed vegetables.)

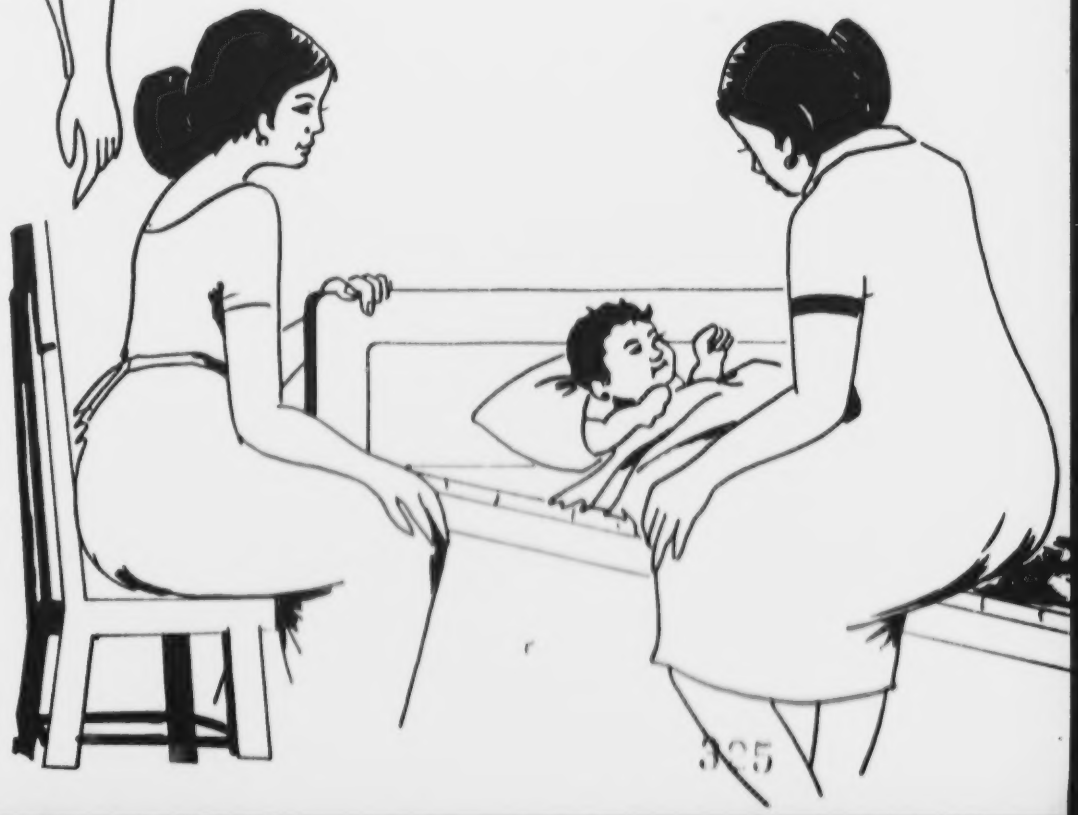
2 However, one day Rani becomes ill. All morning long she has diarrhea, and she looks thin and weak. Her mother is very worried, but she is confused about what she should do.

(*Discuss with participants the best steps to take when a child becomes ill with diarrhea.)



3 Soma asks for advice and assistance from Leela, a kind-hearted village midwife. When Soma describes Rani's condition, Leela hurries with her to her house to examine the child.

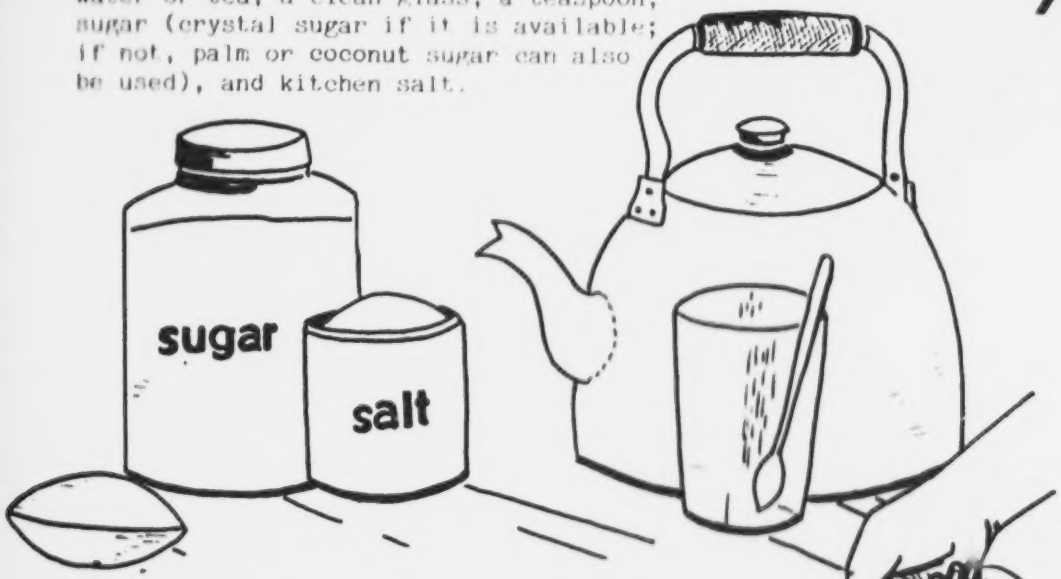
(*Ask the participants who else Soma could turn to for advice.)



4 After examining Rani. Leela tells Soma, "Rani has lost a lot of fluids from her body because of her diarrhea. We must give her some liquids to replace the lost body fluids."

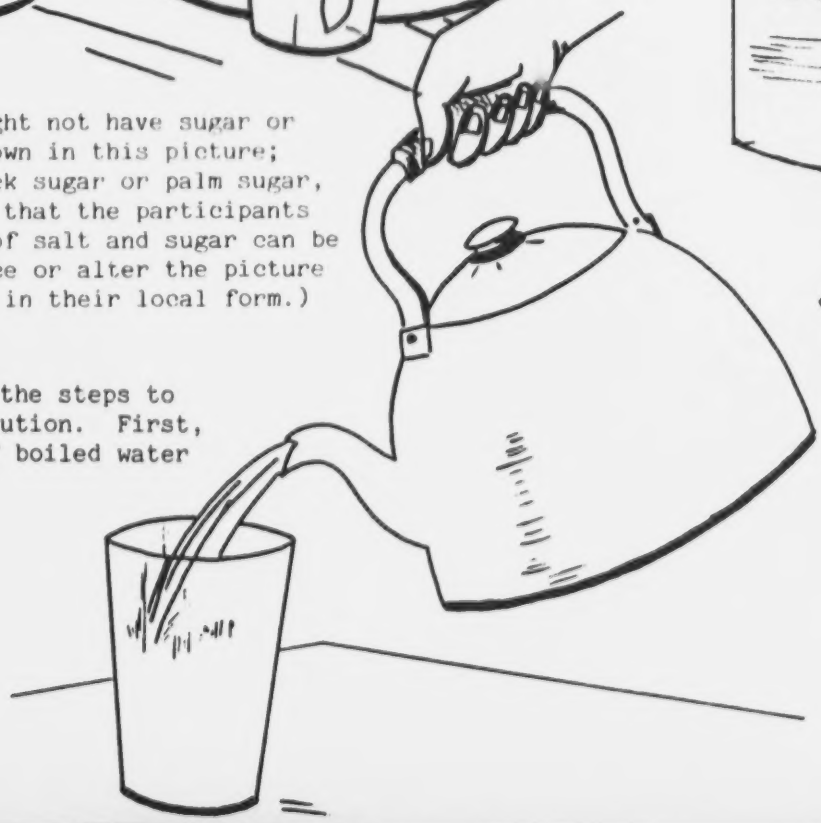
(*Explain that each time Rani has diarrhea, she loses fluids from her body and if these fluids are not replaced, she will become more ill and may even die. Use examples, such as plants drying up.)

5 Then Leela explains that they should make a special drink to give to Rani. She tells Soma first to prepare the utensils and ingredients for the drink; clean, boiled water or tea, a clean glass, a teaspoon, sugar (crystal sugar if it is available; if not, palm or coconut sugar can also be used), and kitchen salt.



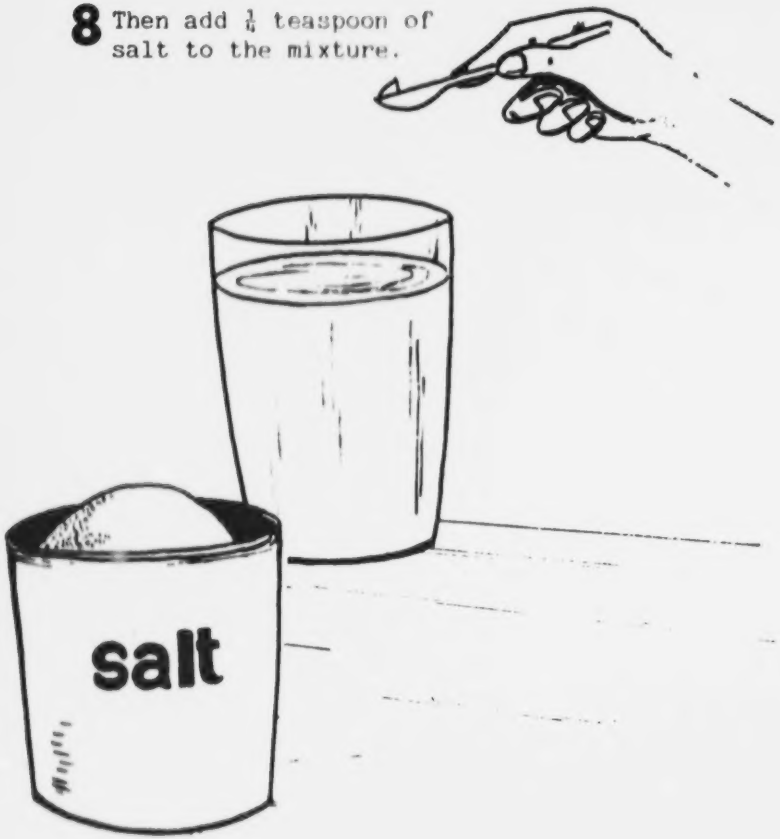
(* In some places they might not have sugar or salt like the examples shown in this picture; perhaps they only have rock sugar or palm sugar, or block salt. Make sure that the participants understand that any form of salt and sugar can be used. If possible, replace or alter the picture to depict the ingredients in their local form.)

6 Then Leela explains the steps to make the special solution. First, pour a glass full of boiled water or tea.



7 Then add a teaspoon full of sugar to the water.

8 Then add $\frac{1}{4}$ teaspoon of salt to the mixture.



9 After putting the sugar and salt into the water, stir until all the sugar and salt are dissolved. Then taste it. If the mixture tastes saltier than tears it should not be used. Throw it out and make it again with a little less salt. Once the ingredients are completely dissolved, the solution is ready to be given to Rani.

10 After Leela has finished making the sugar/salt solution, she asks Soma to give it to Rani, a spoonful at a time, until it is finished. Leela advises Soma to make a glassful and give it to Rani each time she has diarrhea.

(*The important messages here are:

1. Give the solution with a spoon, not with a bottle (which in many rural areas is not sanitary and may have been the cause of the illness.
2. The solution should be given to the child after each time she passes a stool. Recall the message from the picture about the loss of body fluids each time a child has diarrhea.)

11 Before going home Leela reminds Soma again that Rani should be given a glass of the solution after each time she has diarrhea.

12 Leela also advises Soma that if Rani has not recovered by tomorrow, Soma should take her immediately to the health center or dispensary nearby.

(* Stress that if after one day the sick child is not showing signs of recovery, she should quickly be taken to a health center. Sugar/salt solution can only prevent the dehydration which causes the illness to worsen. Usually diarrhea victims recover quickly without any further medication. But, if the child does not get well quickly, this could mean that she has a serious disease that should be treated at a health center.)

13 Soma carefully follows Leela's advice, making sure that Rani gets a glass of sugar/salt solution each time she has diarrhea. Also, she continues to nurse Rani, and give her extra food, so that Rani can regain her strength. Soma makes sure that Rani gets the best care.

(* Close the presentation with an actual demonstration of how to make sugar/salt solution.)

—adapted from materials from Save the Children, Westport, Ct. U.S.A.

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